

## **THE ENGINE SHED**

### **TRAINING AND EMPLOYMENT FOR YOUNG PEOPLE WITH LEARNING DIFFICULTIES:**

#### **LESSONS FROM 25 YEARS OF THE ENGINE SHED.**

#### **Section 1: INTRODUCTION**

##### **Background to the Report**

The Engine Shed began life in 1987 as an innovative training project to help young people with learning disabilities make the transition from school or college into paid employment. At that time it was not generally expected that these young people would or could work in mainstream workplaces.

The Engine Shed wanted to move away from the idea that people with learning disabilities required 'care' towards an approach that was about building up social and practical skills to allow individuals to become as independent as possible, with the ultimate aim of paid employment. Essentially what was created was an 'apprenticeship' model that allowed people to 'learn by doing, over a three year period.

The project took over and refurbished a disused railway repair shed in Edinburgh and created a vegetarian cafe, organic bakery and tofu production unit that provided the training environment – and a source of around half of the project's income. Meeting rooms on the top floor of the building were available, at a charge, for small conferences and events. Products from the bakery and tofu unit were sold to a variety of shops and restaurants in Edinburgh and beyond.

Over time, the Engine Shed became a well-known and much-loved institution in the city, with its own unique atmosphere. When it was threatened with the loss of its council funding in 2013 a petition to save the Engine Shed was signed by 10,000 people. The council relented on that occasion but it was clear that a threat to its future remained.

This report was initially conceived as a response to the potential loss of council funding, one that would present a strong case to elected members of the Edinburgh City Council about the economic as well as the social value of the Engine Shed's approach.

The immediate background to this was that responsibility for funding all employability projects in the city had moved to the Economic Development Department (EDD) of the council as part of a restructuring process. For most of its life the Engine Shed had been funded and supported through the city's Social Work Department, and had built up strong links and relationships with its officials. So when the changeover took place the Engine Shed was less familiar with, and to, those within the EDD. This applied to all the other employability projects that worked with disabled people. All of these continued to receive funding while a new strategy for this field was developed.

The wider context, of course, was that the Council as a whole was facing major cuts to its own budget and had to balance the books somehow, so this period was full of uncertainty for everyone.

What happened next is explained in more detail in the report but the short version is that the Engine Shed, by the summer of 2014, became fully aware of the implications of the new funding strategy i.e. that our funding would cease from the new financial year. The Engine Shed was thus forced to close its doors in March 2015 after more than 25 years.

Work had already started on this report in the spring of 2014, at which time the Engine Shed was in the midst of positive discussions with senior councillors about the future. Strong indications were given that funding would continue in some form. A Professor of Work and Employment from the School of Management at the University of Stirling agreed to advise the author of the report, and in particular to focus on an economic analysis of the Engine Shed. However, work to gather data for the report had barely got started when we realise that in reality funding would be cut.

From that point, the managers at the Engine Shed were fully occupied with firstly trying desperately to find a way of saving the organisation and then having to close it down in an orderly manner; the upshot was there was little time to focus on the research. Changes at the University of Stirling meant that, by autumn 2014, there was less time available to support the work.

The Engine Shed did not want to abandon the research altogether – former trainees and parents had already been contacted and agreed to take part in interviews – but its overall purpose changed. What had initially been conceived as a fairly ambitious research project that would include an analysis of the economic impacts of the Engine Shed over its 25 year history, both on individuals and the wider economy, gradually morphed into a less research-focused piece of work. It was agreed that much of the original structure should remain but that it would be a less formal report that tells

the history of the organisation and would offer lessons to others about how to help young people with learning disabilities move into paid work.

### **Who was Involved?**

A number of people have been involved, primarily:

**Anne-Marie McGeoch** – Anne-Marie has worked extensively with the Engine Shed over many years, helping to prepare business plans, funding applications, publications and as a general adviser. She collected much of the data for this Review and wrote much of this report.

**Marian MacDonald** – CEO of the Engine Shed. Marian worked closely with Anne-Marie on all aspects of the report. As well as organising the practical side such as interviews with former trainees and parents, Marian has been the source of much of the history and background information: she started the Engine Shed off in 1987 and remains its CEO as it seeks to rebuild.

**Professor Ron McQuaid** –University of Stirling. Ron provided invaluable advice in shaping the structure of the report and also in the design and analysis of the schedules which were used in interviews with former trainees. The section drawing on these, and other interviews, forms the heart of the report.

**Stephen McMurray** – Freelance researcher. Stephen contributed to the discussions with Ron to design the schedule, undertook several of the interviews with trainees and analysed the findings under Ron's guidance.

**Julie Ridley**, Reader in Applied Social Services at the University of Central Lancashire, provided a background paper that gives an overview of the key changes in social policy in relation to employment support for people with learning disabilities as a resource for the Engine Shed.

Other useful information was provided by **Robert Davie** from The Family Advice and Information resource (FAIR) in relation to the changes in benefits for people with learning disabilities.

Thanks also to **Rosie Barclay**, member of the Board of the Engine Shed, and previously its Chair. Rosie provided information, from her professional experience working in the Careers Service, on some of the relevant changes to educational policy and employment support for young people with learning disabilities.

**Kate Skinner**, independent researcher, and second author, edited and completed the final report.

A big thank you is due to the many former trainees and their parents who consented to be interviewed.

## **What is in the Report?**

### **The Approach**

At the heart of this document are findings from interviews with 24 former trainees. The main aim of the interviews was to follow up the employment history of those who had come through the Engine Shed training. Some of them are now in their 40s and have worked for more than 20 years; they provide a unique insight into the long-term employment experiences of people with learning disabilities.

The interviews covered more than trainees' work history; it was also designed to capture detailed information about their personal lives as well. It included questions about their disability and educational background; what they gained from their time at the Engine Shed; what they have done since in terms of employment; what support they get for their work and in their lives and what they hope for their future. The aim was to gain an overall picture of their lives, how employment fits into them and to assess the long-term impact of the Engine Shed.

The interviews were taped and transcribed. Analysis of the findings was undertaken by our independent researcher under guidance from the School of Management at the University of Stirling.

However, all those interviewed have considerable learning disabilities and are sometimes not able to give full answers to direct questions so the CEO of the Engine Shed provided a series of short pen portraits to give a more rounded picture. For instance, many interviewees were unable to give full details of their disabilities, or how they were affected by them in practical terms at work and in dealing with day-to-day issues such as money, travelling etc. Some also have speech problems and in these cases staff at the Engine Shed helped interpret responses. Sometimes parents were also present at the interviews to assist.

In order to further understand the backgrounds of the trainees and the role the Engine Shed had played in their development, more in-depth interviews were also undertaken with the parents of five of these former trainees. These were semi-structured in that they followed a script but were not dependent on a detailed schedule. They provide an often poignant insight into the reality – with its triumphs and challenges - of looking after and living with a learning disabled child and adolescent and how these continue into adulthood. Several parents are now elderly and their sons or

daughters are now middle-aged. They all point to the Engine Shed as having played a key role in their son's or daughter's development, and how having a job, in the words of one parent '*means everything*'.

These interviews were undertaken by the main author. They were taped and transcribed and a summary of the interviews is included in Section Five, The Heart of the Matter.

The role of employers, who have taken on Engine Shed trainees both as part of work experience and also as employees, is also explored in this section. It proved not to be possible to conduct new research with employers, however, there is a wealth of previous material to draw on and much of this is also included here.

It is hoped that all these findings are interesting in themselves but also useful for future researchers into successful employment support for this young adults with learning disabilities as positive employment outcomes have been evidenced and have been sustained over a long period of time, some for many years.

## **Structure of the Report**

### **Section 2: THE ROOTS OF THE ENGINE SHED**

This part explains the context within which the Engine Shed came into being: not only the changing social, economic and political world it emerged within but also its specific origins as a spin-out from Garvald Edinburgh, itself a ground-breaking approach to supporting people with learning disabilities. Its birth also owed a great deal to the personal drive and commitment of the CEO of the Engine Shed who previously worked at Garvald Edinburgh and who launched the new project. These influences, and people all came together at a specific time to create the Engine Shed and this is explored here.

### **Section 3: PHILOSOPHY AND PRACTICE**

This explains the approach underpinning the Engine Shed's model and its roots in Rudolf Steiner's work. It outlines theories of learning disability and how it can affect individuals, how the learning model adopted by the Engine Shed works and how it is delivered in practice. The Engine Shed is a three year 'apprentice' style training that follows a series of graded steps and to help explain their holistic approach we have included a series of fictitious case studies.

### **Section 4: THE TRAINEES – THE HEART OF THE MATTER**

This section describes the findings from the interviews with the 24 trainees and the five parents.

## **Section 5: THE IMPACT OF THE EXTERNAL ENVIRONMENT ON THE ENGINE SHED**

This part sets out the key economic and political changes that have impacted on the Engine Shed over its 25 years. This could fill a whole book, so the aim here is to sketch out the main changes in the external environment that influenced the way in which the Engine Shed operated. In particular we look at the evolution of policy in relation to employment support for people with learning disabilities. This draws on the paper produced by Dr Julie Ridley, Reader in Applied Social Services at the University of Central Lancashire, which summarises the landmarks in policy and legislation which influenced employment opportunities for people with learning disabilities from 1985 – 2015. The paper is included in full as Appendix 1.

## **Section 6: KEYS TO SUCCESS & CHALLENGES OVERCOME**

This part looks at some of the successes and challenges over the last 25 years and articulates some of the learning from the experience gathered by those who set up, ran and attended the Engine Shed, along with their carers, from which others can learn.

## **Section 7: THE FUTURE –WHAT NEXT?**

The Engine Shed, following its closure in its original premises in 2015, undertook a search for premises which could accommodate a small, new business. The idea was, as an initial step, to set up a café to re-launch our services and to re-establish a public presence in Edinburgh. Unfortunately this hasn't happened and the Board took the decision that the Engine shed would close altogether.

## **Section 8: END NOTE**

**APPENDIX 1: KEY LANDMARKS IN DEVELOPING EMPLOYMENT OPPORTUNITIES FOR PEOPLE WITH LEARNING DISABILITIES 1985-2015. Dr Julie Ridley, reader in Applied Social Science, University of Central Lancashire.**

**APPENDIX 2: BIBLIOGRAPHY**

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### **A Brief History of Approaches to Learning Disability**

The paper by Key Landmarks in Developing Employment Opportunities for People with Learning Disabilities (Appendix 1) sets out some of the changes in the legislation, theories and policies relating to people with learning disabilities, with a particular emphasis on attitudes towards employment as a goal of social policy. The paper outlines the evolution of ideas away from segregation towards integration, and towards treating people with learning disabilities as individuals with the same rights as everyone else, including a right to work. However, this evolution took a long time: for many years people with learning disabilities were often characterised as ‘defective’ by society at large and this did not change overnight.

As the paper shows, up until the middle of the 20<sup>th</sup> century much of what lay behind the attitude of the state towards those with learning disabilities was one of fear: they were often demonised, discriminated against, institutionalised and prevented from reproducing: at its most extreme were the mass killings of disabled and vulnerable people in Nazi Germany.

In the early part of the 20<sup>th</sup> century the Mental Deficiency Act of 1913 created the option of compulsory detention in hospital on the grounds of disability, and referred to such people as ‘defectives’. Some people with learning disabilities were not detained in institutions, however, and the 1913 Act enabled local authorities to develop what would be later known as sheltered workshops for ‘*occupation, training and supervision for defectives*’ living in the community, but these only paid ‘*pocket money*’.

The Second World War marked an important turning point in attitudes towards disability, with the creation, in its aftermath, of new Human Rights Legislation and the idea that basic human rights were universal; they applied to everyone regardless of ability or disability. This helped create an environment that would see the emergence of various ‘rights movements’, including the feminist and black rights movements, as well as disability rights groups such as ‘People First’ – the idea of ‘people first, disability second’.



Mencap, the first campaigning organisation for people with learning disabilities was founded in 1946. This was the beginning of parents actively campaigning to improve services for their disabled children.

In the UK the creation of the NHS after the war also saw the emergence of a more humane 'medical model' of disability, where people were no longer seen as 'defectives' but with conditions that required treatment by specialist professionals. The institutions that had previously housed people to keep them away from the rest of society were renamed as hospitals, with the emphasis now on care. This did not always mean good treatment, however, and standards of care were sometimes poor. One such resident reports:

*'Being in the institution was bad. I got tied up and locked up. I didn't have any clothes of my own and no privacy. We got beat up at times but that wasn't the worst. The real pain came from being in a group. I was never a person. I was part of a group to eat, sleep and everything...it was sad'.*

In educational terms, the post-war era also saw the establishment of proper schooling for children with learning disabilities, although these were also segregated. Children with learning disabilities were now referred to as 'handicapped'.

The 1960s started to see major changes in terms of theory, legislation, policy and practice towards people with learning disabilities. The work of Wolfensberger (1969, 1972) is considered seminal by researchers: he identified the importance of ordinary patterns of life for people with disabilities and the importance of socially valued roles, including employment; the concept of 'normalisation' would later underpin the design of more community-based services.

At the same time, campaigners were bringing to light scandals in hospitals and legislation was introduced that would eventually lead to the closure of these hospitals and the introduction of the idea of 'Care in the Community' where people would live as independently as possible outside of institutions.

Meanwhile, a number of changes had taken place to the original idea of the 'occupation centres' established under the 1913 Act. The focus was on training people to move into outside employment and Adult Training Centres with an industrial focus were established in most local authorities in the 1970s.

Marc Gold's work (1980) *Try Another Way: Training Manual* revolutionised training support and later developed into *Training in Systematic Instruction*. This approach was important in informing how the Engine Shed later developed its model of training.

The early 1980s also saw the introduction of Sheltered Placement Schemes, where employers could take on a disabled worker and be partly subsidised for the fact their productivity might be lower than a non-disabled worker.

So, much had changed and was in the process of changing by the late 1980s when the Engine Shed came into being. A more humane system was certainly evolving, with an emphasis on people moving out of long-stay hospitals and into the community and increasing day care services, including adult training centres where people could be prepared for employment.

However, while thinking and even legislation may make advances, these can take a long time to translate into service-provision on the ground. Someone has to bring together the ideas, the policy and the funding to make something happen locally; the Engine Shed was one of the first to provide tailored employment training for young people with learning disabilities.

### **The Role of Garvald Edinburgh & Jack Reed**

The Engine Shed was created by those already working at the forefront of developing new services for people with learning disabilities, and who were guided by the philosophical thinking of Rudolph Steiner. Germany may have demonstrated the most extreme cruelty towards people with learning disabilities during the Second World War, but it also gave rise to a humane and practical philosophy, which at root recognises everyone's potential and tries to realise that potential through creativity. Residential and social care/community care for people with learning disabilities had been established within Germany by those working out of this philosophy, but during the war many escaped and some arrived in Scotland: followers of Steiner set up the first Camphill community in Aberdeen. Other communities followed, with ten adult communities and two schools in Scotland and 43 throughout the UK and Ireland. Camphill is now an international movement, with communities in more than 20 countries.

Jack Reed, who was instrumental in the birth of the Engine Shed, was involved in the early development of this movement in Scotland, working both at Camphill and at Garvald School based at Garvald West Linton (there is a linked group of 'Garvald' organisations, all based on the Steiner philosophy – see Section 3 for more details).

Garvald Edinburgh was set up in 1969: this was a residential resource, with day activities for people with learning disabilities from the age of 16, who had left the existing residential education and care services. Most of these day activities on offer were primarily therapeutic and creative but there was interest in exploring the idea of paid work for the more able and a research paper called Towards Employment was commissioned

The ideas within this paper led to the establishment of a new training facility based in an old factory building in Gorgie, Edinburgh which was refurbished to create a number of workshops. This facility still flourishes today with a bakery, cafe for the centre users, various arts and crafts workshops and a project to refurbish tools. The aim was, and still is, to help people be productive and to provide creative, meaningful activity. Initially this was viewed by the umbrella organisation, Garvald Edinburgh, as implementing the more vocationally-based ideas that came out of the research paper, although this stopped short of providing paid work.

At this point, the early to mid-1980s, the legislative changes of the 1970s were starting to have a major impact locally, particularly the shift to people moving out of long-stay hospitals to live in the community. The process for closing the main learning disability hospital for Edinburgh, Gogarburn, began in the mid-1980s but accommodation and services had to be created before this could be completed. Garvald Edinburgh was already a key service provider, offering both supported accommodation and day centre places, so was involved in high-level discussions with those charged with the closure of Gogarburn.

As a major player in the local scene and an important provider of new services in this period of changeover, Jack Reed was taken seriously by the people charged with implementing the new policies. Thus he was heard when he brought forward ideas, and one of these was to look beyond the care and therapeutic aspects of their services and towards employment as an important element in life, for those who were able to work.

### **Marian MacDonald, CEO of the Engine Shed**

The ball was set rolling with the research paper commissioned in the early 1980s and the idea was enthusiastically embraced by one of Garvald Edinburgh's new young social workers, Marian MacDonald, who went on to set up and run the Engine Shed.

Marian's original role as a social worker at Garvald was to offer individual counselling and support to centre users as they made the important transition into adulthood, to liaise with other professionals who could provide help and services, as well as with the families. In this capacity she developed a good understanding of the needs of these young people and what their wishes for their futures. She

discovered that many had a clearly-stated desire to work: some had brothers and sisters who worked and they wanted to be the same as them.

Not long after Marian started work at Garvald in the mid-1980s, Jack involved her as part of a steering group working on a feasibility study into a potential employment project. He brought together a group of professionals who were responding to the growing awareness that some people with learning disabilities had the motivation and abilities to move into paid work, given the right support and training.

A proposal was developed where a co-ordinator post would be created to establish an employment project. The funding application was made to the Health Board and the local authority Social Work Department as both organisations were responsible for arranging the shift from institutional to community care. The Social Work Department allocated one of their community development staff to support the changeover project and he worked closely with the steering group for several years. This was all still very much at the margins and the fact that the funding application for a co-ordinator post to try and establish an employment project was successful was due to Jack's track record in this field and his persistence: it not a mainstream idea at the time, but the funders were willing to experiment. Looking back, it seems that the funding was given;

*'..in the spirit of the voluntary sector having the freedom to be innovative. But however supportive they were they did have misgivings. They secretly admitted they found the idea unorthodox and couldn't imagine it would work – although they wished us well!'*

(Engine Shed CEO)

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Jack Reed came from a Steiner background, with its own particular philosophy and approach, but the CEO was not only part of a different generation but with a different background. Trained in social work in the late 1970s her work experience had primarily been in community development settings, where she worked with a wide range of professionals to provide help for clients. She describes her social work training as having been in an atmosphere that was about *'breaking down barriers between professionals'*. Her experience working for a voluntary organisation in Muirhouse, a poverty-ridden housing estate in Edinburgh, had shown her the advantage of working in this way: she was involved in organising self-help groups for young single parents and liaising with social services, health care, further education etc to help them get the services they needed. It was a practical and pragmatic approach to helping people move out of difficulties and get on with their lives.

It was in this merging of the CEO's pragmatism and determination to encourage people to expand their horizons, together with the creative and holistic Steiner philosophy of Jack that led to the very particular approach and atmosphere within the Engine Shed that many people have commented on over the years.

### **What about the Money?**

The idea of an employment project for young people with learning disabilities attracted support locally, Funding was provided to establish a co-ordinator post, but a lot more money was going to be needed in order to set up a fully-functioning service: this came in the form of the new European Social Fund (ESF) and this was to prove a mainstay of the Engine Shed until 2005.

The ESF itself came into being in response to major economic upheavals throughout Europe and it is worth taking a brief diversion into the economic and political background of the time to get a sense of the changes that were underway.

For a period after the war the British economy started to recover and living standards rose – the 'We've never had it so good' mantra of the late 1950s. The welfare state provided a new security which was described as 'from the cradle to the grave' and all forms of education provision expanded. In this atmosphere more liberal social attitudes started to take root: laws on abortion and homosexuality were liberalised and a new youth culture started to dominate much of the public discourse. Attitudes towards and provision for people with learning disabilities were expressed within this general context.

However, the economic underpinning of this prosperity was not deep-rooted and did not survive long. During the 1960s and 1970s it was clear that Britain was not able to compete with other parts of the world, particularly in terms of manufacturing. From the late 1960s the large, mainly manufacturing firms, and traditional primary industries such as coal mining, that had dominated the economy and provided mass employment, went into rapid decline. The parts of the country that were dependent on these industries were in profound shock: mass unemployment, poverty and social blight afflicted many areas; traditional patterns of work changed, and many people, particularly older men, found themselves locked out of employment for the rest of their lives. Governments struggled to deal with these economic problems and the social unrest they gave rise to and from 1979 a very different course was charted, starting with the conservative government of Margaret Thatcher.

The era of government taking a more paternalistic responsibility for its citizens was gone and replaced with a much more individualistic approach: the state no longer saw its role as ensuring full

employment; they no longer saw their role as universal providers of service and welfare support was increasingly limited and means-tested. Investment in public services fell and local government finance was severely constrained. The economy was rapidly restructured: public utilities such as telephones, gas and electricity were privatised; council houses were sold off, leading to a house price boom; the financial sector was liberalised, leading to a credit boom. New service sector businesses came into being on the back of all these changes, with new patterns of work and requiring different skills.

Unemployment was a big concern, but the state increasingly saw its role as enabler rather than as provider of services: its role was not to create jobs for the unemployed but to help individuals equip themselves for the jobs that were there. In this context, the needs of people with learning disabilities were unlikely to be seen as of high priority.

Support to negotiate the rapidly-changing demands of the labour market started to be put in place partly via the European Social Fund. Britain had joined the European Community (as the EU was then called) in 1973 and became a participant in a European wide programme to help economies to restructure. The history of the various funding programmes available via the European Commission is extremely convoluted, but to cut a long story short, in 1988 changes took place within the Structural Funds that meant most of Scotland became eligible for large scale funding. This included:

*‘Objectives 3 and 4 which funded training for the long-term unemployed and young people through sectorally administered programmes, funding being channelled through local authorities, the Training Agency, voluntary organisations, higher education and industry training boards’.*

(Professor John Bachtler et al, EU Enlargement and the Reform of the Structural Funds: The Implications for Scotland, Scotecon)

The Engine Shed project was one of the earliest projects funded in Edinburgh under this new measure, and the first voluntary sector project of its kind. This funding, as we see in Section x was not only crucial financially – according to the CEO the Engine Shed would never have got off the ground without it – but also in how it helped shape the design of the Engine Shed’s own training programme and thus contributed to its success.

The idea of helping the more able of those with learning disabilities to move into work, however, was also something Jack Reed was keen to explore. A research paper called ‘Towards Employment’ had been commissioned even before the Centre was set up and from the mid-1980’s Jack was

already talking to high level contacts within the planning department at the council as well as to social work and the health board about a possible employment project.

This was a very busy period for all those involved in learning disabilities. From the early 1980s people were starting to be moved out of Gogarburn, the main long-stay institution for people with learning disabilities in Edinburgh and new services had to be found for them. Garvald Edinburgh was involved as a new service provider, offering both supported accommodation and day centre places. They worked with the local Health Board and Social Work staff to assess people leaving Gogarburn and provide them with a support package.

### **Section 3: PHILOSOPHY & PRACTICE**

#### **The Engine Shed Philosophy**

The Engine Shed has been held in great affection by many of the people whose lives it touches. The comments, feedback and even press reviews over the years often mentioned things like the excellent food, the unique atmosphere, the lovely building, the attention to detail, the friendliness, kindness and helpfulness of the staff and the pleasure derived from seeing young people with learning disabilities develop. The young people themselves often commented on the friendships they made and the skills they learned at the Engine Shed.

None of this developed by accident but was the result of a conscious and clear underpinning philosophy. The Engine Shed is based on a model called Social Therapy which is derived from the thinking of the Austrian philosopher and educationalist Rudolf Steiner (1861 -1925). He developed an approach to human psychology, care and education that has formed the basis for both residential and non-residential communities for people with learning disabilities throughout the world.

Edinburgh and the Borders are home to several of these communities, including Garvald West Linton, a residential community set in the countryside in the borders, and Garvald Edinburgh, an organisation that offers therapeutic arts and crafts workshops. Both of these communities cater for people with severe learning disabilities who may also have complex physical needs. Garvald Edinburgh also supports individuals in their own homes or flats to help them live as independently as possible.

The Engine Shed is a slightly different spin-off from these 'sister' organisations in that it deals with young people who have less severe learning disabilities and who have the potential to gain work skills and move into mainstream employment. As such it has a vocational training focus, rather than a therapeutic focus, but it is built on the same basic philosophical foundations as these other organisations. The Engine Shed approach is based on the work of Rudolf Steiner's work in curative education and social therapy which began in the early 1920s.

Rudolf Steiner (1861 – 1925) was an Austrian philosopher and educationalist who brought new ideas to areas as diverse as agriculture, the arts, medicine and social life. His approach to human psychology and education is based on the understanding that in every human being there is a spiritual individuality at work, creating its own destiny.



In practical terms, what this means for the Engine Shed is:

- Recognition of the value and uniqueness of every individual with the aim to enable them to realise their potential.
- The value of meaningful work is recognised as very important for the self-esteem and development of an individual into adult life. Work provides a helpful routine and structure to the day and also offers the opportunity to make a contribution to society.
- A sense of being valued and appreciated by others.
- Also important is working to maximum ability, providing as high quality service/product as possible.
- Cultural life is very important, i.e. seasonal festivals, connection and awareness of the environment, as well as arts/crafts, relationships etc.
- Seeing the individual in a holistic way: the need for rhythm in your life i.e. work and leisure, weekday and weekend, regular working routines and holiday periods etc.

The Engine Shed has a very particular atmosphere, which is the result of this philosophy which links the practical to the personal and social.

*'Creating an organisation such as this is not only about following prescribed rules but also that a deeply held commitment to your ideals is essential to create the magic of the place'.*

*(Marian MacDonald, Chief Executive)*

Frances Patterson and Anne Byrne, who both worked in the Garvald Centre in Edinburgh, set out the principles of Social Therapy in a joint internal paper they wrote in 1998, which underlies the work of the Centre. As they point out, these principles are not necessarily exclusive to organisations working with social therapy, but are what guided them in their work at Garvald Edinburgh.

The guiding ideal values the uniqueness of each person and seeks to create a quality of environment, activities and social relationships that enables people to realise their potential. Part of this involves a close attention to the nature and quality of the physical environment in which people are working or living: an aesthetic ideal that utilises natural materials, plants etc. to create an ordered and warm atmosphere. Attention to detail is another important element, whether applied to the preparation of a meal or to a conversation: this is an ideal that represents integrity of purpose.

Work is valued as an integral part of social therapy and is linked to self-esteem. Work can provide a structure and routine that is helpful for many people, with and without learning disabilities, and an opportunity to make a contribution to the world. Structure and routine are also seen as important to provide a degree of stability and predictability within which people can gain confidence, develop skills and establish some sense of order and control within their daily lives. Long periods of unstructured time can be dull and monotonous and can place heavy demands on individual to find and initiate activities. Social Therapy also recognises that small steps in a person's development, and made over time, may be of immeasurable importance for the future.

This philosophy has relevance to the Engine Shed although it has been applied it in a different setting. It is likely that most customers and trainees were never aware of this particular approach but it is what gave the place its unique atmosphere that was so positively and widely commented upon. Customers experienced it partly through the building; the décor, the exposed stonework, the wooden floors and furniture, paintings on the walls, flowers on the tables etc. and through their interaction with the trainees and staff. Trainees experienced it through the way their training was structured which was very practical, developed in gradual and incremental steps which involved them in reviewing their own progress continually. Their positive experience of the approach was probably more unconscious than conscious, however, the integrity of purpose and the thoroughness and consistency of its application, which is central to the Social Therapy model, is something the Engine Shed continuously strived for.

The strength, sustainability and durability of this underlying philosophy is evident in the fact that the approach has not changed over the years. The programme and processes the trainees experienced hardly changed at all over the 25 years, despite the enormous changes in the wider economic, social and policy background.

### **What is Learning Disability?**

Before going on to look at the training model developed by the Engine Shed it might be helpful to define what is meant by the term 'learning disability'.

When the Engine Shed project was originally conceived, as a sister organisation to the Edinburgh Garvald Centre, the latter provided support for people with a range of learning disabilities, from mild and moderate through to more severe – many of whom had a physical disability as well. The target group for the Engine Shed's proposed service was those with mild to moderate learning disabilities i.e. those seen as having the ability to learn vocational skills and cope within a mainstream employment situation.

The Engine Shed defined 'mild to moderate' learning disabilities in a pragmatic way. Mostly, but not exclusively, those who have come through the Engine Shed will have attended special schools so they were assessed since childhood as having a learning disability. They are then assessed by Engine Shed through interview and a trial period to explore whether they were able to benefit from its training.

This pragmatic approach is important as the term learning disability covers a wide spectrum and has many different causes: some conditions are better known, such as Down's Syndrome, and other chromosomal anomalies, but it is estimated that for just under half (around 48%) of those defined as having learning disabilities the cause is actually unknown.

The term learning disability is quite problematic as it has only been in general use since the early 1990s and it is recognised that it:

*'May mean different things to different people, including between healthcare professionals, service agencies and other disciplines'*

(Getting it Right Together, NHS 2005)

This report does not intend to cover the various definitions of learning disability used, nor the debates around these definitions, but rather to look at what sort of impact a learning disability has in practice, particularly in the context of training and employment.

In broad terms, learning disability is defined as having intellectual, developmental and social components. In Scotland, the term *learning disability* specifically describes:

*'... those with a significant, lifelong condition that started before adulthood, that affects their development and which means they need help to understand information, learn skills and cope independently.'*

(Scottish Executive, 2000)

People with learning disability are regarded as those people who have an IQ score of below 70. The degree of learning disability (intellectual disability) is regarded by the World Health Organisation as having four levels based on IQ scores. These are: mild (IQ of 50-70), moderate (IQ of 35-49), severe (IQ of 20-34) and profound (IQ of under 20). Many of those with learning disabilities also have other disabilities. For instance, as many as 60% of people with a learning disability may have problems with speech and language, and between 30% and 40% suffer from poor vision. (Beyer: 2009)

The Engine Shed works with those broadly defined as having mild to moderate learning disability, but this can cover a wide variety of needs. In practical terms, these are young people who either cannot read or write or who can only do so to a very limited extent and who in terms of their social development are operating at a lower age than their chronological age. Many have speech problems that make it difficult for people who do not know them to understand them. All of them will need support to different degrees throughout their lives. What the Engine Shed seeks to do is not only to help people learn work skills but to mature socially and develop a degree of independence from their family or carers.

### **The Learning Model**

The learning model adopted by the Engine Shed has been based on 'learning by doing'. As the CEO puts it:

*'We all have to build up skills and knowledge through practice and discussing what has been learned. However, the difference for people with learning disabilities is that the learning model has to be weighted toward learning skills in a practical situation that offers a regular daily routine. Instructions are best understood if the person is guided through a routine and it becomes part of their memory. Because of low level literacy and numeracy skills clear instruction and repetition together is the key to effective learning.'*

The world can be a confusing place for people with learning disabilities who find it hard to understand concepts that the majority of people take for granted and apply in their day to day lives. An example the CEO uses is of a visit the trainees and staff made to the Edinburgh Tattoo and trying to find their correct seats. Staff discovered that the concept of using a mixture of letters and numbers – for example row F, seat number 63 – was beyond many of the trainees. However, as she points out:

*'People with learning disabilities develop strategies to cope and use what abilities they have as a base to learn. They develop a good memory so they might not be able to read a recipe for making a cake but will remember all the details of how to achieve this.'*

A lack of literacy and numeracy skills brings with it a variety of challenges for the trainee as well as for the Engine Shed in devising teaching methods which are appropriate for the each individual. Members of staff have been inventive in finding ways that meet the need of the particular task: for example, a trainee who could not count above five was given the task of putting batches of 25 blocks of tofu together by counting out five rows of five.

One of the goals of the Engine Shed was to help trainees gain basic vocational qualifications. As most of the trainees could hardly read, however, assessing their knowledge was a challenge. The assessor from Telford College got round this by developing a workbook for each trainee based on pictures. She came to the Engine Shed every week to work alongside individual trainees, checking their knowledge by seeing how they completed tasks and using the workbook to mark their progress. The book had pictures of all the items of equipment in the kitchen and she would point to each, asking what it was and what it was used for. This approach worked extremely well and the trainees looked forward to their sessions with the tutor; she was an invaluable part of the training process for many years.

### **Systematic Instruction**

The approach to training adopted was similar to the ‘Systematic Instruction’ model outlined by Marc Gold in the early 1980s. In this approach everything is broken down systematically into its elements, often with prompts to move on to the next stage. People with learning disabilities can learn to do quite complex jobs effectively as long as they learn how to do them in a systematic way.

The CEO points out how she utilised some of the insights from this approach in devising their own model:

*‘It is important for people working with individuals with learning disabilities to understand what it feels like to be in a situation where there are expectations and pressures on you to do something which sounds very simple from the person making the request but which you just don’t understand. In the earlier days of our operation, all the staff at the Engine Shed took part in a training programme on the theories and practice of systematic instruction. Part of this training session was the famous ‘put together a bicycle brake system’ with different people given different levels of instructions and support. The lesson learnt was that where there is an assumption that you have a basic understanding of something the teaching can miss out the detail required for you to actually learn. Needless to say we all failed the task miserably but learnt the lesson that you don’t assume a level of understanding that may not be there.’*

### **A Holistic Training Programme**

The overall goal of the Engine Shed was to give people the basic works skills and confidence to go into the workplace, perform simple tasks well and to find their place within the wider workforce. The Engine Shed devised a training process from the outset that really did not change over the years. It

was essentially an apprenticeship model that generally lasted three years. The training model was holistic and integrated, involving the following components:

**i) An Emphasis on Trainee Participation**

The whole process was based on trainee participation. It started with a formal application on behalf of the trainee to join the Engine Shed, followed by an interview. Once accepted, the trainee became part of the 'workforce' at the Engine Shed and placed in one of the work areas – cafe, food production, bakery etc. - where they usually stayed for their training. Throughout the three years the trainee would take part in monthly meetings with the trainee group and staff, as well as in regular individual reviews with staff. They were encouraged to make decisions, for example about social outings, and to contribute to discussions on work-related issues. The emphasis was on a routine, structured work setting over a normal five day week.

**ii) Learning within a peer group setting**

Trainees were encouraged to see their peers as role models: they were able to understand the process of developing skills by seeing other trainees further along the process in action i.e. what taking responsibility or using your initiative means.

**iii) Planned Progress**

The learning of both vocational and personal skills was achieved by a system of day to day feedback from supervisors, alongside planned reviews. Natural feedback from their peer group also played a part in personal development.

**iv) High and Increasing Expectations**

The expectation from the outset was that the trainee would be able to cope with a five-day-a-week commitment at the Engine Shed, and that the aim is paid employment for 16 hours a week. As they progress, work placements that become increasingly challenging are chosen for trainees to help them develop their skills.

**v) Achieving and Learning by Doing**

Training was very practical and took place in a lively public setting that provided a realistic work environment. The rules, behaviours, expectations and boundaries found in any workplace were in force from the beginning, which provided clarity for the trainees. The model supported trainees to

feel confident about using a problem-solving approach in their lives i.e. not to expect everything to be ok once they get a job but to continue to be able to respond positively and constructively to any difficulties they encounter. In addition, there is 'away from work' learning through studying for a basic vocational qualification that supports learning.

**vi) Linking to Paid Work**

Trainees move from five days per week at the Engine Shed to a mixture of one day per week work placements and four days at the Engine Shed, with work placements becoming more challenging and longer as they progress. Staff support this progression, including a member of staff who links between the trainees and their work placements and then on into paid work.

**vii) Time to Develop**

The model offers a three year training programme, providing the time and commitment to help individuals to develop a range of skills and capabilities to cope with becoming a young adult ready for paid work, and to help them develop the maturity and confidence to make this transition.

### **Section 3a: THE ENGINE SHED IN PRACTICE**

The model is relatively straightforward to explain, but its implementation required a great deal of planning and input by staff. It is perhaps easier to understand the complexities and interactions through case studies, so we have included here a series of fictitious case studies. They outline a variety of ‘journeys’ through the Engine Shed training process.

The journey to the Engine Shed itself could take a variety of forms and this changed over the years. While the majority of trainees would have always attended a special school, the post-school destination changed: in the early years of the Engine Shed young people with learning disabilities moved from special school into a variety of day centres and this process was managed by the local Social Work Department; by the time the Engine Shed closed, more than three-quarters would have gone onto a variety of ‘Life Skills’ courses at local colleges straight from school, and this process was managed by the local authority Careers Service with almost no involvement from the Social Work Department. The changes in the options and support structures for young people with learning disabilities are explained in more detail in section x. However, there has always been a variety of agencies involved in one way or another with whom the Engine Shed has liaised.

#### **The Case Studies**

The case studies are composites of the experience of a number of trainees at the Engine Shed.

##### **Case Study One: John’s Engine Shed Journey**

The main character in this case study is John, who is 19 years old when he joins the Engine Shed. He represents the most able type of trainee and his three year journey is straightforward.

#### **John’s Background**

John lives in Edinburgh with his parents and an older brother who works, and a sister at university; the family are very supportive and encourage him to achieve as much as possible. He is a lively and chatty teenager who loves football and music and is plugged into his I-pod whenever possible. He likes hanging out with his pals and going to the cinema at weekends.

#### **Education**

John attends a special school in Edinburgh, where he gets on very well. In his last year of school, he takes part in a work experience project in a charity shop; working a half-day per week for several weeks in the back-shop, which he loves.



When he reaches 17 John leaves school and like many of his friends, starts on a Life Skills course at a local college. This is a full-time programme, where he is part of a group of young people with similar backgrounds. The college course is structured and John learns practical skills like cooking and computing, and takes part in various PE activities. It is quite like a school setting, although John's group is also part of the wider college environment and takes their breaks in the college canteen with all the other students, albeit normally sitting in a group together.

In John's second year at college, things start to change and his group is encouraged to get out of college to do project work. A new phase is beginning and John's tutors start to talk to him about what he wants to do after college. In January of his second year his group visits the Engine Shed to find out more about what we can offer. Two of the Engine Shed's experienced trainees talk to the group about what they do and John is pleased to find that one of them is Mike, who had been a couple of years above him at school. Mike was the best football player in the school, and a great hero of John's. Mike explains that he works in the bakery and proudly displays a burn on his arm from taking the bread out of the oven. John is impressed and thinks this is the life for him.

Like other teenagers, John cannot imagine life beyond the age of 24, by which time you are *'very old and past it'*. Mike at 21 is just the perfect age to be a role model for John - an experienced older friend who has not yet passed into decrepitude.

### **Thinking of the Future**

John collects some leaflets about the Engine Shed and shows them to his parents. He tells them about meeting Mike and cannot stop talking about what Mike said and what Mike was wearing and what Mike does in the bakery. John's parents want him to become as independent as possible but worry that he is still very young to join the Engine Shed and take this step into the adult world.

Over the next few months, John's tutors talk to him about what he might like to do after the course ends in June. He could stay on for another year, or he could apply for a place at the Engine Shed. His tutors organise meetings with him and his parents, and also with Careers Service staff, to discuss his next step. He decides that he would like to try the Engine Shed, so his tutor phones up The Training Officer at the Engine Shed to take it to the next stage.

### **The Interview**

John's tutor helps him fill in an application form and The Training Officer follows up his references from College. He is then formally invited to an interview, along with his mum. For the first part of the interview, Marian (the Manager), The Training Officer (the training officer) and the baker (the

bakery supervisor) talk to John without his parents being present. They ask him what he likes doing and why he would like to come to the Engine Shed. His mother is then invited in and John is offered a four-week taster period working in the bakery, where he can be assessed. Practical arrangements are agreed to avoid their family holiday at the end of June, as it is very important to have an uninterrupted period for the assessment. A start date is set in July.

The Training Officer writes to John to confirm he has a place, gives him the start date and tells him he will be assigned to the bakery. She also sends a letter to the College. When the letter arrives, John's mother reads it out to him and he is really excited to be starting work after the holidays. He cannot stop talking about it.

### **First Impressions**

On the first day of John's placement he has to arrive at 9.30am. For this first morning only, he is coming in half an hour later than the other trainees. The night before, his mother goes over with him again the arrangements for his travel: the bus he is to take in the morning, but John finds it difficult to settle. He is excited at the prospect of joining Mike and the others at the bakery, but it is also quite a daunting prospect.

The Training Officer meets John when he arrives and takes him through an induction. He gets a key to his locker and his uniform, and then it is straight down to the bakery. The baker, the supervisor, pairs him off with Mike (to John's delight) who will make sure he is shown the ropes. Throughout the day John follows Mike and helps him with his jobs: making tray bakes, rolling out dough, doing some washing up, tidying and finding out where everything is stored. It is a lot to take in on a first day.

However, it is not all work. All the bakery trainees have their morning tea break at 10.45am, taken in a small room next to the bakery. John has a cheese roll and a cup of tea, which he is more than ready for after a busy morning. The other trainees immediately accept John as part of the group: they like having a new person to get to know and are very supportive of one another; they just accept people for what they are.

After another stint in the bakery, helping Mike with his tasks, John and the other bakery trainees go for lunch in the café upstairs at 12.45pm. John joins his new friends in the queue for lunch and chooses a main meal, which costs him 50p. All those behind the counter say hello to John, ask him his name and make him feel welcome as a new trainee. The bakery trainees all sit round the same table where some of the trainees from other sections are also having lunch, so everyone is chatting away and John is getting to know them.

During the rest of the day, John pretty much follows the routine that will become familiar to him over the coming weeks and months. Members of the office staff all make a point of speaking to John to introduce themselves: everyone at Engine Shed has a role to play in the trainee's life at Engine Shed.

Before the end of the first day, The Training Officer meets with John again to check how he is getting on and gives him a pack of information to take home to his parents, who will help him read it. This has all the information about Engine Shed and a contract, setting out what will happen over the four-week assessment.

By the end of the first day John is really tired and has to go to bed early. Next morning, he is in at 9.00am with all the other trainees and is still tired! Mike tells him not to worry, that he was tired too at first, but that he will be used to it after the first week.

### **A Busy First Week**

During the rest of his first week, John is gradually learning more about the different jobs in the bakery and following Mike's lead. He will spend assessment period in the bakery, which is a busy workplace place as it makes a variety of different breads, tray bakes and oatcakes, all for sale. John is also learning about the routine at Engine Shed, with its pattern of work, breaks and meetings.

Meetings are an important part of the Engine Shed routine, helping trainees to learn the rules and expectations, through constant repetition. At the end of his first week, John meets with The Training Officer and The baker to go over what he has done during the week and to give him feedback on how things have gone. John is really pleased when Friday afternoon comes along and is pretty tired at the weekend. He just wants to chill out for a few days.

### **Getting into the Swing**

The next three weeks go by in a flash. The routine remains the same and, as Mike said, he is less tired after the first week. John is making new friends, and loves talking about football to his new pals.

The Monday of his fourth week is the monthly trainee meeting, where all the staff and trainees get together briefly in the afternoon. It is an opportunity for trainees to bring up anything they want to discuss, and for the Manager to make any important announcements.

There is a lively discussion about the forthcoming trip to Blair Drummond Safari Park, and the Manager makes sure everyone knows the date and time of the visit. There is another item of great

interest on the agenda: a real live Baroness is going to be visiting the Engine Shed as part of her tour of social enterprises in Scotland. Everyone has an animated discussion on what is the proper way to address a Baroness.

### **Review**

At the end of the four weeks, John has a review meeting with The Training Officer and The baker. He is very keen to stay and has proved himself reliable, getting to work on time every day. He has got into the routine and is pleased that he managed to help make his first batch of cakes. For John, the review meeting is a big test: he has been told throughout his assessment period what is expected of him and he is delighted to have passed with flying colours. The Training Officer writes up his review report and goes through it with him, giving him a copy to take home to his parents. When John starts on Monday morning, it will be as a fully-fledged Engine Shed trainee, where he will stay for the next three years.

### **Preparing for the Next Stage**

Now that John has passed his assessment and will be staying on, The Training Officer starts making a more formal plan for his training. Firstly, she has to make sure she has all the information she needs about John, including information about any qualifications he has and a completed health form. This is the same as would be required for any young worker, in case there are medical conditions that the Engine Shed needs to be aware of.

The Training Officer also goes back over the material she covered as part of John's induction; to make sure he understands all the rules and routines. It is also time to do a risk assessment, looking at how John operates in the work environment, to make sure he and others are safe. This is done alongside The baker, and ensures that John is aware of how to handle knives, how to treat hot items and equipment to avoid being burned, that he should not leave things on the floor in case people trip over them and making sure the floor is not slippery. There are many potential hazards in a kitchen and the baker will have been keeping an eye on John over the last four weeks to make sure he has understood this. The Training Officer and The baker are satisfied that John has learned these lessons and can operate safely in the bakery.

### **Training Starts in Earnest**

At the start of John's second month at the Engine Shed, he meets with the tutor, an outreach tutor and assessor from Telford College who is a key figure in Engine Shed's training. She has already met John informally on her regular trips to the bakery to work with other trainees, and has been building

up a good idea of his capabilities. After speaking to The Training Officer and The baker, the tutor decides that John is ready to proceed to more formal training, and enrolls him on the Basic Food Preparation course. John is delighted that he is getting this training; he has seen the tutor teaching some of the other trainees in the bakery, and it is his turn now.

This tutor has been supporting trainees at the Engine Shed for 18 years, and has created a workbook and training assessment record, where everything learned by an individual trainee is written down and is available to the trainee, college and employers. It's an invaluable tool.

Over the next six months, the tutor sees John regularly and starts going through the workbook. Although John started learning on the job from day one, she ensures that he is learning all he needs, and to the right standard. John enjoys these sessions with the tutor, and learns to weigh and measure foods, roll out and cut pastry, line a pastry flan tin and make cakes from start to finish. The workbook has pictures of all the equipment used in the bakery and the tutor is constantly testing and assessing John to make sure he knows what everything is, what it is called and what it is used for, as well as building up his bakery skills. John is starting to get established.

### **The First Three Months Fly By**

Before he knows where he is, three months have flown by and John has his first major assessment. The first three months is really a settling down period, and now is the time to move things up a gear. The assessment meeting is with the Manager, the training officer and the baker and is a chance for John to talk about what he likes doing and what he is good at and for the staff to give him feedback. The baker says that John is good at following instructions, takes responsibility for his work and works well as part of the team. However, he does sometimes get carried away talking! He needs to concentrate more and talk less. One morning, after a particularly important football match the night before, John is so busy talking to Mike that they both forget about the scones. The scones get burned, so there are no scones for customers, and thus there are disappointed regulars who look forward to their scone with a pot of tea and there may be no money coming back into the kitty! This is an important lesson, because everything made at the Engine Shed has to be sold, so John needs to learn to keep the chat to break times.

John is very much the baby in his own family and is used to having a lot of things done for him. Before he came to the Engine Shed, he did no dishes at home, and this is a task that he is reluctant to do in the bakery. It is important that John learns to read a work situation and knows what needs to be done without being told all the time: when he starts working for an employer, he needs to be capable of doing this.

These are expected issues, however, and everyone is very pleased with his progress. John is a chatty and good natured member of the team who is thoroughly enjoying learning. He is asked what other tasks he would like to do and immediately says he wants a shot at taking the bread out of the oven. This is a job normally done by the baker; it is quite dangerous and needs quite a bit of strength. But, Mike has done it, with the burn marks to prove it, so John wants a go as well. As in any workplace, the trainees perceive a hierarchy of tasks, and want to progress up the chain. It is an excellent sign that John aspires to do more difficult and demanding tasks.

### **The Next Three Months**

John is now established at the Engine Shed. He has had various assessment meetings, has attended several monthly trainee meetings and has started work on his Basic Food Preparation course with the tutor.

In October, John has a week's holiday with his parents and comes back full of life, with photographs of his trip to Disneyworld.

At the monthly trainee meeting at the start of December, there is a discussion about the Christmas outing. This year it is going to be to the Wizard of Oz at the Lyceum in Edinburgh, and the Manager explains what will happen. Everyone will finish at 4.00pm that day to go home and get changed for the show. They will each have their own ticket to bring with them and everyone will meet outside the theatre; it is an important part of learning to be independent so the trainees make their own way there and are responsible for making sure they have their ticket with them. John is excited already.

Meanwhile, back in the bakery, things start gearing up for Christmas. John learns to make mincemeat pies and is delighted when his first batch turns out well. By the end of the first week though, John is starting to get a bit fed up with mincemeat pies - there seem to be such a lot of them to make! John is learning an important lesson, a lot of the work is routine, but each item has to be made to the same high standard. John thinks he might be glad when mincemeat pie season is over.

However, pantomime time comes round at last and John has a great time. Everyone goes home after the show talking nineteen to the dozen, then it's back in to work again the next morning as usual.

### **The Six Month Mark**

After the Christmas break, it is time for John's six month assessment, which is a big landmark in a trainee's time at the Engine Shed. Before this meeting, The Training Officer gives John a self-

assessment form to take home, which his parents will help him fill in. This is a chance for thinking about his progress and for his parents to see how he is getting on.

John is very chatty at this meeting: he knows all the staff well by now and is confident talking about what he is doing. It is an exciting time for John: the staff tell him he is doing really well and that it is time for him to go out on a work placement.

The Training Officer has already been planning this, and has arranged a one-day-a-week work placement at one of the Scottish Government's staff canteens in Edinburgh. This is one of their smaller offices and will offer an ideal opportunity for John to start learning how to work in a mainstream work environment without the support of his peer group.

John is really pleased when The Training Officer explains this and tells him that she has arranged to take him for a trial day the following week. John goes back to the bakery to tell his pals and they congratulate him and suggest he has pie and chips for lunch for a change.

### **John's First Placement**

The following week, as promised, The Training Officer meets up with John at the Engine Shed at 9.00am and drives him round to his placement for his trial morning. On the way, The Training Officer gives John a pep talk: tells him to remember to wash his hands and keep his hair tied back, and checks that he has shaved and has a fresh tee-shirt on.

The Training Officer takes him in and introduces him to the local unit Manager, whom she knows very well from many other successful Engine Shed placements. The Manager whisks John off for the morning. Over the next few hours John gets a sample of all the jobs that need to be done in the canteen. Working alongside an experienced staff member he helps fill up the salt and pepper pots, wipes down the tables, does a bit of washing up and sweeping.

The Training Officer goes down towards the end of the morning and has a quick meeting with John and the Manager to see how he got on. John really enjoyed the morning and is keen to go back. The Manager is pleased with him and says she is happy for him to come back on placement, starting the following week, and that she will arrange to have his uniform ready. John will be working there one day a week for the next several months and already feels part of a new team.

### **A New Routine**

The following week, John does Monday and Tuesday in the Engine Shed bakery as usual, but on the Wednesday morning he starts his work placement properly. To help get him accustomed to this new

routine, The Training Officer has helped him work out what bus he needs to catch to the centre of town and arranges to meet him off the bus to walk him to his new workplace in time for the start of his shift. This time, they do not walk in the front door as visitors, but use the back door as staff. The Training Officer has already talked to the security guards to explain that John will be coming one day a week, and introduces him to the guard on duty. The Training Officer shows John where to sign his name and takes him down to the canteen, then leaves him in the care of the supervisor.

John gets on well his first day, and from now on will make his own way to his placement on a Wednesday morning. It will be John's responsibility to make sure he gets there on time, neat and tidy.

The placement goes very smoothly, and after four weeks, The Training Officer drops in to have a quick meeting with John and the canteen supervisor. Everything is fine and John will stay there for a least a few more months, building up his skills.

While all this is happening, John is continuing to see the tutor regularly to progress through his Basic Food Preparation course, which is going very well. It is time to step things up another gear.

### **I'm at College**

John has been an Engine Shed now for nearly eight months and has successfully completed his Basic Food Preparation course. The tutor thinks he is ready to start on the SVQ Level 1 Food Preparation and Cooking course. This is done through Telford College, and the tutor handles the paperwork to enrol as a student. Although John will not actually go to college, as the training will be done at Engine Shed. He gets a student photo card, a much prized possession.

Getting his student card is a rite of passage for John and he is very proud. All the other trainees in the bakery have their card and have told John that he can use it to get student discounts. John cannot wait for the weekend: his brother said he would take him to the cinema on Saturday and John will be able to get a discount like all the other students. Going to see a film is something grown-ups do at weekends, and John is beginning to join them.

It is not all fun and games though, and life is more demanding for John at this point. He is working hard at the bakery four days a week, going to his placement one day a week, and is expected to learn new skills for his SVQ. His job in the bakery is also stepping up a gear: The baker is allowing him more responsibility, giving him his instructions first thing in the morning, and expecting him to get on with them. John now has responsibility for complete tasks, like putting the bread order together, and is expected to do it thoroughly. It is tiring work, but John is enjoying it.



### **The End of the First Year**

Before he realises it, John has reached the end of his first year at the Engine Shed, and what a year. He has done so much in the time, with so many changes

The big landmark for John at the end is his First Year Review Meeting. The Training Officer and the baker meet first to go through a list of skills and aptitudes to check how he has got on over the year. This covers everything from attendance; timekeeping; ability to follow instructions; appearance; attitude; standard of work etc. and provides an overall view of how John has performed. John then joins The Training Officer and the baker to discuss the past year. John is very familiar with this process now and loves participating; the focus is very much on him, which he enjoys.

The Training Officer and the baker give him their feedback, ask John how he feels about it, and discuss where he would like to go from here. John now feels very settled at the Engine Shed; new trainees have joined since he started, he is expected to do more and take on more responsibility, including helping the newer trainees to settle in.

On the whole, John has done really well, though the Training Officer and the baker have to remind him that he has to keep his concentration on his tasks; there is a lot of banter in the bakery and it needs to be kept within limits otherwise the work does not get done. John has 'the gift of the gab' but needs to save his stories for break time.

However, that is a minor point, and the Training Officer thinks it will soon be time for John to try a new work placement in a larger unit to develop his skills further.

### **Goodbye and Hello**

Over the next few months, while John continues with his existing placement, The Training Officer looks for a new one and arranges for John to join the staff canteen at a large insurance company. They have taken many Engine Shed trainees over the years and have a stable staff group, which is a big advantage. This is a much bigger canteen than John's current placement and is very busy. What John does not know, is that the Training Officer has explained to the Managers at Standard Life that she would like to see a job there for John once his training is complete. He is a very capable trainee and this could be a good match for his abilities.

However, before he starts his new placement, John has to say goodbye to his friends at the Scottish Government canteen. On his last day the staff make a big fuss of him and give him a present. Catering staff there are often generous with trainees; helping John, and other Engine trainees, learn

and get to grips with a job provides a buzz for staff and brings out the best in them. John, with his good nature and cheery banter has fully rewarded turned their generosity.

The process of starting John on his new placement is the same as his first. The Training Officer takes him down, gets him settled, and checks his progress. There are new things for John to learn: new routines, new equipment and everything on a much bigger scale, but he copes with it all really well.

### **Half-Way Through**

John has settled in to his new placement one day a week, continues his work in the bakery and is progressing through his SVQ programme with the tutor. The Engine Shed routine hums around John: work, placement, meetings, outings, Easter, summer, Christmas, all with their unique flavour and all providing a secure and purposeful background to help John mature.

And there is more growing up to do. John has reached his half-way point at the Engine Shed and it is time to start thinking of the future. The eighteen-month review is a big deal, and John's parents are invited to attend. It is time to help John, and his parents, thinking about the reality of finding a job.

The Manager, the Training Officer, the baker, John and his parents meet to review the past and look to the future. John is very comfortable with this process, but his parents are a bit unsure at first, particularly as this is a time to discuss their expectations as much as John's.

The Manager explains that the Engine Shed will be looking to get John into a job that can offer five hours per day, Monday to Friday. John's parents are a bit surprised as they assumed he would be aiming for a full-time job, but the Manager explains that trainees find it much more tiring in an outside work environment than at the Engine Shed. They also get fewer holidays than at Engine Shed, and it is important to be realistic about what it will be like.

John's mother says that when he comes home at night he says he has had '*a wonderful day*' and the Manager points out that it will not necessarily be like that when he is working in the outside world. The Engine Shed trainees love the peer environment; they are working and learning alongside their friends. It will be harder when they leave this sheltered environment and they will not have the same kind of pals as at the Engine Shed. It is important to prepare parents for this. However, the Engine Shed will always be there in the background and many of the friends made here will be friends for life. It is a bit like the experience of college or university for other young people; good memories, good friends, but something from which to make the transition into adult life.

But, John is such a cheery and outgoing young man that he will make friends anywhere. He is getting on well at the insurance company and says he would love to work in a place like that. It is

lively and full of regulars who have got to know John and he can banter with them while working. He is growing in confidence all the time. There are many young staff working in the canteen and John talks about the night he was invited out with the others for a staff do. He was pleased to be included when they went bowling and then for a drink. He is one of the team now, growing up and starting to get on in the outside world.

### **Galloping Towards the End**

Time seems to gallop from this point. John is happy in his placement, and he is contributing hugely towards the success of the bakery at the Engine Shed. The baker has been branching out into new lines, making different kinds of bread, and the oatcakes are selling in a very 'up market' department store. John now works to a very high standard and is an important member of the bakery team.

Then - miracle of miracles – a job comes up at the insurance company where John worked. John has now been at the Engine Shed for two and a half years and the company say they would like him to start, five hours a day, Monday to Friday, in two months' time. Everyone is delighted.

Now it is time to prepare John for moving on. The tutor organises to take John through his Health and Hygiene Certificate. She has been teaching him the elements all the way through his time at the Engine Shed, but she routinely does a concentrated piece of work with trainees shortly before they leave so that the certificate is completely up to date. This saves employer's expense as all staff must have this qualification.

The Training Officer organises John's time so that he starts the transition to his new job. He works there one day the first week, two days the second week, three days the third week and four days the fourth week. On the fifth day of that week, there is a farewell do for him in the café at the Engine Shed. There are tea and cakes after the café has closed, a card from everyone, a present for John and speeches. John finds it no problem to stand up and tell everyone how much he has enjoyed the Engine Shed. For him, it is another point of transition. He has been at a lot of these events over his years at the Engine Shed and has learned from how everyone has conducted themselves; now it is his turn to be the centre of attention.

### **Life Goes On**

John is successfully launched. But for The Training Officer, there is still a lot to do. There is paperwork to complete when a trainee moves on. It is at these points of transition that things can go wrong, particularly with benefits, so the Training Officer looks after all this to make sure it goes smoothly. Even though John is one of the more able trainees the Engine Shed will see, he will only

be working 25 hours per week; others will work less. However, all of our trainees are better off working than on benefits; thankfully, the system supports work for this group.

The Training Officer continues to check on John's progress. Three months after he starts his new job, she has a meeting with him and his Manager. Everything is going well and The Training Officer arranges to meet again in another three months. She is available at the end of the phone though, for both John and his Manager. John is launched and on his way.

#### **Case Study Two: Anne's Engine Shed Journey**

The main character in this short case study is Anne, who is only 17 years old when she joins the Engine Shed. This is unusually young and Anne's journey is not nearly as straightforward as John's, particularly as Anne is in foster care.

#### **Anne's Background**

Anne has been in foster care since she was nine years old. Her parents divorced when she was five, shortly after her mother had twins. After the break-up, Anne's father moved down south and lost touch with the family, leaving her mother to cope on her own with the twins and Anne. Her mother felt she could not give Anne the time she needed and found it particularly difficult to come to terms with her learning disability. Subsequently, Anne was placed in foster care.

Luckily, Anne is placed with experienced foster carers who have provided a stable and loving home for her all through her school days.

#### **Life After School**

Like John, Anne attends a special school in Edinburgh. Unlike John, however, as a young person in care, her transition from school is not as straightforward. At Anne's 'Future Planning' meeting, where all the agencies involved work out what is the best next step, everyone agrees that Anne would find a College environment too difficult. She is quiet and does not like participating in big groups. The feeling is that the Engine Shed, with its smaller groups and supportive environment, would suit her better.

Anne's social worker approaches the Engine Shed to discuss a referral, and the usual process of meetings and assessment begins. The Manager and The Training Officer meet with Anne and her

foster carers, and although she is quite young, it is agreed that she is a suitable trainee. Her foster parents are keen for her to work at the Engine Shed and the local authority has extended her placement with them until she is 19.

### **Problems Arise**

Anne is placed in the café at the Engine Shed, and things go very well for the first several months. However, when she starts on her first work placement her behaviour starts to give cause for concern. Small things keep going wrong. Anne says she finds the uniform she has to wear at her placement uncomfortable and ill-fitting, so the Training Officer spends time with her finding one that she finds more comfortable. She starts arriving late, saying she got on the wrong bus, or it was held up by traffic. Several times she does not attend, saying she feels ill. Taken by themselves, these might be reasonable excuses, but The Training Officer is concerned by the pattern emerging, and spends time with Anne at her placement trying to get her settled.

Things do not really improve, and eventually, the Manager at Anne's placement phones The Training Officer to say she feels it is just not working. The Training Officer ends the placement.

The Manager, The Training Officer, Anne and her foster carers meet to discuss what is going wrong and realise that Anne has actually been considerable emotional strain. As a young person in care, the process of growing up is complicated. A number of different agencies have responsibility for helping her think about her future, and this is causing her confusion and upset. Several times she has asked for time off from the Engine Shed to meet with, and be counselled by, staff from a number of other agencies. It seems that several options are being presented to Anne, not all of which are realistic. At one session, Anne is asked if she would like to work at a large, prestigious retail outlet, which Anne thinks sounds very glamorous. However, it turns out that this is a one week placement only, and would not lead to a job. All of this going on in the background is unsettling Anne as she cannot cope with the choices she is being faced with.

### **Too Much, Too Young**

Although Engine Shed's trainees are young adults in terms of years, in terms of their emotional development, most are experiencing early adolescence. So, at an emotional age of around 14, Anne is being asked to make big decisions for her future, and like young people of that age under strain, she begins to act up.

Anne's foster carers realise this, and recognise that the Engine Shed is not offering instant results but a realistic opportunity for Anne to achieve a job that she can base her future around. They make

it clear to Anne that she may not always be able to do as she would like, and that she will need to work hard and learn if she wants to progress. Anne can leave the Engine Shed if she wants, but they ask her to think about what she would do all day if she left.

Anne decides she wants to stay, so the Manager discusses the problems with the other agencies and agrees with them some boundaries about the advice they give Anne. They are asked to only meet with Anne outside work hours and not to raise new options for her in terms of work and training. The Engine Shed will be seen as the core of Anne's life for a few years, providing the stability she needs in order to grow up.

### **Positive Results**

Once the pressure is off, Anne very quickly settles down again and is an excellent trainee. Her attendance is perfect and there are no more quibbles about uniforms being uncomfortable. Although Anne is quiet, she has a good sense of humour and has a group of friends among the trainees with whom she loves going out for a pizza and ten pin bowling.

Life for Anne is tough and will become even more demanding once she has to leave care and set up home for herself. The Engine Shed offers a stable place the friends Anne makes during her time here, her peer group, will be a hugely important part of her support in the future.

### **Case Study Three: Andrew's Engine Shed Journey**

The main character in this case study is Andrew. He is a quiet and gentle young man who has an autistic spectrum disorder. Andrew is keen and comes to work every day, but presents particular challenges for the Engine Shed.

### **A Slow Developer**

Andrew works in the bakery and although quiet, is very much part of the team. He watches everything that is going on but does not join in conversations. He replies to questions, but his answers are brief, and he rarely makes eye contact. Andrew works slowly and methodically and needs the routine to be exactly the same each day. One day he came in late because of a dental appointment and found it very upsetting that the daily routine had started without him. He could not slot in, and wanted everyone to go back to the beginning.

The Training Officer tries him with a few placements to see if that will help, but he finds the demands too much and cannot cope with the speed or variety of the work.

Andrew has been with the Engine Shed for two years, and at a review meeting with his parents, they agree that he is very fixed in his ways and that he may never be able to work in open employment.

### **A Breakthrough**

Everyone around Andrew speaks to him all the time. Staff say hello when they see him, and he is included in discussions. However, everyone is used to Andrew never making eye contact, or starting a conversation. One day, the Manager is walking through the bakery when she passes Andrew and forgets to say hello. He looks up, indignantly, makes eye contact, and says hello. The Manager is surprised, and very pleased at this development.

A few days later, the baker, the Manager and The Training Officer are in the bakery talking, when Andrew starts telling them about a Christmas cake he has just made. This is the first time he has spontaneously started a conversation in his two years at the Engine Shed; answers have had to be dragged out of him. Then, suddenly, this one day, Andrew starts a conversation and wants to keep it going. It is a huge breakthrough.

### **...But Still a Long Way from Employment**

Andrew has made huge strides and is starting to understand social situations. By watching other trainees he has learned to join in conversations, albeit in a limited way. He is starting to adapt to different work situations. At the Engine Shed, Andrew can spend ages chopping onions up really small for the cashew nut pies but when he is asked just to chop them up roughly for soup, he has not been able to do it. However, just recently, the Training Officer arranged a work placement where he had to chop onions at speed, and roughly. The kitchen Manager showed him what she wanted and Andrew did as he was asked.

We do not yet know if Andrew will be able to work at the pace demanded by an employer. However, he has made huge strides in his work and through improving his communication has developed socially. We may need to find him a more supported work environment in the future, but then again, it is often only at the end of the training period that things come together. We will have to wait and see.

#### **Case Study Four: Gillian's Engine Shed Journey**

Gillian is one of the Engine Shed's most popular trainees, organising the others to go out for social events and is often the first to speak up at monthly meetings. When Gillian was a baby, the doctors told her family that they would be better to leave her in hospital as she would never walk or talk. Her family refused to accept this diagnosis and worked incredibly hard to prove the doctors wrong. Not only did Gillian learn to walk, and talk, but to enjoy participating in several sports, including horse riding and sailing.

Gillian has just come to the end of her three years training with the Engine Shed and is about to start working twenty hours per week in a hotel in Edinburgh. This is an environment she loves, with lots of different people, but in a family-like setting.

Although Gillian's speech can be hard for strangers to follow, once you get to know her, you know exactly what she is saying. Similarly, although her movements can be ungainly, she is adept at her work and gets around as quickly as anyone else.

Everyone rises, or sinks, to the level of expectations placed on them. Gillian was treated as special by her family and rose to meet their expectations. The Engine Shed treated her like every other trainee. This faith has been amply rewarded.



## **Section 4: THE TRAINEES – THE HEART OF THE MATTER**

### **Who are they and how do they arrive at the Engine Shed?**

The aim of the Engine Shed is to reduce exclusion and improve employability for people with learning disabilities who might otherwise be excluded. The criteria for gaining a place as a trainee are:

- Having a learning disability
- Being unemployed and having experienced or could potentially experience exclusion from the labour market
- Being a male or female aged between 16 and 60 years of age.

The Engine Shed can offer trainee places to 30 people each year, and about 10 trainees complete the three-year training programme each year. Referrals are generally made by one of the following organisations, though the number and frequency of referrals has varied over the years:

- Voluntary organisations
- Careers Scotland
- Employment Service (Jobcentre Plus)
- Social Work Services
- Colleges
- Community Health Teams
- Parents and Carers' Groups

In addition, the Engine Shed receives self-referrals from individuals who contact the organisation directly. It also recruits trainees directly through open days and organised group visits from schools and other organisations. School pupils with learning disabilities have undertaken work placements at the Engine Shed to gain a taster of what it would be like to train on a full time basis.

Table 1 shows the age and gender profile of trainees during the period July 2000 to June 2003 and shows that during this period there were 66 trainees at the Engine Shed, 52% of whom were male and 48% female. During this period almost half of trainees (47%) were aged between 16 and 24 years and almost one third (32%) were aged between 25 and 39 years of age.

There were fewer trainees in the 40 to 49 years and 50+ age categories at 15% and 6% respectively.

<b>Table 4.1 Trainee Profile by Age and Gender - 1 July 2000 – 30 June 2003</b>			
<b>Age</b>	<b>Gender</b>		<b>Total</b>
	<b>Male</b>	<b>Female</b>	
16 – 24 years	15	16	31 (47%)
25 – 39 years	10	11	21 (32%)
40 – 49 years	7	3	10 (15%)
50 + years	2	2	4 (6%)
<b>Total</b>	<b>34</b>	<b>32</b>	<b>66</b>

Table 1

(Blake Stevenson Ltd, 2004)

These figures were obtained by Blake Stevenson Ltd for a review undertaken in 2004 to mark the Engine Shed's fifteen years in operation. In late 2005 an internal business review of the enterprise was undertaken to examine the product range and quality, merchandising and display, facilities and equipment, health and safety, food hygiene, charges, gross margins, productivity, opening hours, purchase of materials, management, staffing and staff training needs. As a result, changes and improvements were made, and the shop, despite its popularity with staff, trainees and customers, closed. This decision was based on the fact that the shop was no longer covering its costs.

This closure meant that there were staff redundancies, and a new staffing structure was therefore designed and implemented. A new management team was created, with some new posts: marketing assistant, training officer, catering worker and catering assistants. These changes were to ensure financial viability and sustain valuable training opportunities for people with learning disabilities who might not otherwise have been able to find paid employment.

In 2008 (McGeoch, A-M., Garvald Community Enterprises) wrote a book called A Guide to the Engine Shed, The Development of a Social Enterprise. The Guide marked the change away from the 30% funding from the European Social Fund to a more commercial and business-based model. It documents the beginnings of the charitable company, its roots, and successful search for a home, aims, ethos, services and achievements. Trainees who were interviewed for the book all said they had enjoyed their time at the engine Shed, giving them the opportunity to meet new people, gain new skills and learn the importance of timekeeping and fair discipline. They gained independence by developing skills in using public transport, learned to mix with a wider range of people and take

responsibility for their own behaviour. Parents and carers talked of the very positive effect the programme had on their sons and daughters and commented on its supportive environment and positive approach to problem-solving.

In 2011 records show that, up to that point, 80% of the Engine Shed's trainees successfully moved into paid employment at the end of their three-year training programme, and 20% into further education. At that time, trainees worked in the Engine Shed Café, the bakery, the tofu production unit, the hospitality unit, and prepared for and ran a stall at the Edinburgh Famers' Market. A book, published in 2011 to mark the 21<sup>st</sup> anniversary of the Engine Shed, gives a selection of recipes and stories from the work of the Engine Shed (McGeoch, A-M., Garvald Community Enterprises). These work and training opportunities continued to be available until 2015.

In 2015, when this Review was commissioned, a semi-structured interview schedule was used to talk with trainees, their parents and carers, employers, funders, staff, and Board members. Focus groups and individual interviews were undertaken in order to find out more about the trainees, their needs, their experience of the Engine Shed and their progress after leaving.

Trainees who met the criteria for selection came from a range of background and ages, with a wide range of disabilities. Some had been diagnosed with multiple disabilities, some of which were physical and sensory. Some came after experiencing severe problems in their educational careers where they had suffered discrimination, bullying and frequent failure. Some had also attempted to undertake paid employment, only to find that it did not work out.

The range of trainees' disabilities included Down's Syndrome, dyspraxia, brain injury, congenital and inherited disabilities, visual problems, cerebral palsy, Asperger's, autism spectrum disorders, hydrocephalus, epilepsy. These conditions brought specific and significant difficulties for each and every trainee, but in addition, most suffered from a severe lack of confidence as a result of their previous experience of education or work. Many were limited in their ability to adhere to rules or to adopt a schedule, use public transport, take or follow instructions, turn up on time without support, choose and wear appropriate clothes, look after their own personal hygiene, manage interpersonal relations with others. Many lacked the social skills which help them to participate in the wider world and with others. Many have struggled with the impact of the low expectations of those around them on the quality of their lives. These low expectations often resulted in their being passive and overly grateful for the services they were offered. Over the years, as educational services improved, their and their parents' expectations increased so that they looked for greater access to training and

support leading to paid employment. Understandably, they were not content to be excluded from opportunities.

### **What do trainees do when they train at the Engine Shed?**

The training opportunities available at the Engine Shed arise from the different enterprises in which the organisation engages. There are meeting and conference facilities at the Engine Shed which are serviced and supported by trainees by cleaning, equipping and catering for users. The café serves a range of meals to customers from among the general public, many of whom are loyal and visit regularly, often bringing their guests. The menu is varied and interesting, with a variety of high quality ingredients used to create tempting and tasty goods. The tofu production unit prepares and sells tofu to a list of demanding and prestigious customers. The bakery is renowned for its provision of delicious and enticing organic breads and cakes and delights customers across a wide range of outlets. Recipes from these enterprises are available in the Garvald Community Enterprises Book, 2011.

Engine Shed trainees gain qualifications, such as the National Certificate in Food Hygiene and SVQ's in Counter Service, Food Preparation and Bakery. The number and type of qualifications depends very much on the ability of each trainee. One former trainee sits on the Board of Directors of the Engine Shed.

The training programme is for up to three years, starting with a period of work within the Engine Shed, then moving on to a combination of a part-time work placement with mainstream employers and ongoing training in the Engine Shed. The aim is that trainees eventually move into paid employment in a workplace suitable for them and for which they are suited. Many stereotypes still exist which lead to low expectations for people with learning disabilities, not only from employers but within public agencies and the general public. The training programme has developed a successful approach to training which is vocationally-focussed and which aims to break down many of these stereotypes. Training takes place in a lively, public environment, helping trainees to develop social as well as work skills. Clear rules and boundaries are set, and high standards of behaviour and work are expected. Trainees respond well to this clarity, which helps them gain the focus and discipline necessary to achieve their goals. Training is also practical and learning is achieved by doing, which is ideal for people with learning disabilities.

However, the Engine Shed is also very much concerned with the personal and social development of its trainees. Regular social events are organised outside working hours, including summer outings, a Christmas meal and trips to the theatre, as well as other events during the year such as ten-pin

bowling outings. Trainees are supported and encouraged to establish a social life outside the Engine Shed and more independently of parents or carers, for example, making arrangements to meet up with other trainees for coffee or go to the cinema. The recognition that establishing friendships requires effort is part of the maturing process and trainees are helped to appreciate the benefits and limitations of being part of a group of co-workers. Work-breaks at the Engine Shed offer valuable opportunities to experience this and the peer group situation is a very important element in personal development. Trainees learn well from role models, seeing how others deal with situations, receiving feedback when things do or do not go well for themselves and others.

Monthly meetings are held to give trainees the opportunity to contribute in a larger, more formal and structured group. These are partly information-sharing events, but also they are where planning for social activities take place and where issues relating to work may be raised. This is the forum where items of a more strategic nature that will affect the trainees can be discussed e.g. new sales contracts, new products, planned developments within the building, new staff etc. Trainees' feedback is important and their comments are taken into account in planning how new developments can best be implemented. These meetings can also be useful to look at training and behaviour issues connected with work, for example, expectations of how they should behave at break times etc.

Some trainees tried several work placements before they found what was, for them, the right 'fit'. Size of work team, complexity of task, pressure to meet deadlines, working environment are all influences of significance to people who have limited ability to think quickly, process information and apply flexibility in their work. M is one such trainee: she tried dish-washing and helping a disabled person with daily tasks before finding that a job in a canteen, with a varied work programme much more suitable. P had several jobs which went well but ended when the work experience funding came to an end. Since then, however, he has been employed in a busy coffee shop for over ten years.

## **Employment**

The questions asked for the 2015 Review were:

- What did you do in terms of employment when you left the Engine Shed
- What are you doing now.

The answers were:

**What did you do after you left the Engine Shed?**

	<b>Number</b>
Paid Employment (16 hrs or more per week)	<b>19</b>
Paid Employment (less than 16 hrs per week)	<b>3</b>
Voluntary Work	<b>2</b>

**What are you doing now?**

	<b>Number</b>
Paid Employment (16 hrs or more per week)*	<b>16</b>
Paid Employment (less than 16 hrs per week)	<b>3</b>
Voluntary Work	<b>4</b>
Unemployed	<b>1</b>

\*one trainee had unspecified hours, likely to be at least 16 hours per week.

These are very high numbers compared against any “employability” programme in the country. This is worth looking at in some detail. In earlier research for the Engine Shed, in 2005/6 (Engine Shed Business Plan) it was noted that the (then) Scottish Executive was carrying out its own review of training/employability services in Scotland with a view to devising a national employability framework. The concept of employability itself was relatively new and defined as being about helping people gain and sustain work, through a focus on developing the skills, attitudes and confidence to maintain employment in the long-term. The impetus for creating a national framework came about largely because of the recognition that existing services had not been as effective as they could be, given the resources allocated to them. As one of the key consultation documents prepared for the Executive noted:

*‘Well over £500 million is spent in Scotland each year on services designed to help people find work. Most of the services help less than 40% of their clients find a job...many of these clients subsequently lose this job’.*

(Employability Framework for Scotland: Summary and Recommendations of the Workstream Groups, 2005)

One of the key research papers prepared for the Executive found that across all the various types of interventions it examined, **none** had achieved a 50+% of clients moving into employment. (*Employability Framework Interventions Workstream: The Research Base, McGregor et al, 2005*).

So the Engine Shed's reported figure of 80% is extraordinarily high in any context – a figure confirmed by this research.

### **Duration of Employment**

Another headline figure to emerge from the first basic question to former trainees was that of the 22 out of the 24 who entered paid employment upon leaving the Engine Shed, 14 were still in the **same** job.

<b>Year Started Job</b>	<b>Job on Leaving Engine Shed</b>	<b>Duration of job at time of Interview</b>
2010	Domino Pizza – Catering Assistant	4 years
2011	Starbucks – Catering Assistant	3 years
2014	Catering Assistant	1 year
2008	Restaurant	6 years
2012	Kitchen Porter	2 years
2014	Staff Restaurant EICC	1 year
2005	Starbucks	9 years
2008	Costa Coffee	6 years
2003	MacDonald's	11 years
2005	Filmhouse Cafe	9 years
2003	B&B	11 years
2013	Catering Assistant (Salisbury Arms)	1 year
2002	Administrative Assistant (NHS)	12 years
2004	Cleaning (Edinburgh University)	10 years

Although three of those interviewed had only left the Engine Shed within one year of the interview, more than half had ten years or more. (Staff turnover in the hospitality industry, where most of these jobs are based, is generally high, at around 17%).

These figures do not in fact tell the whole story: many organisations now outsource their catering to large companies and contracts can change but staff can often be kept on by the new contractor. This was the experience of three of those interviewed. One such trainee has been working in the

same job for four years (firstly Scottish Government then moved to Scottish Parliament); one for 13 years (first Commonwealth Pool and then Stewart Melville School) and the third person was made redundant but was then transferred to another unit within a school, so has in effect been in the same job for 13 years. So, if we include these in the statistics for those remaining in essentially the same job they had when they left the Engine Shed, ***in effect 17 out of the 24 are still in the same job***. This Review provides a unique insight into the long-term employment experiences of people with learning disabilities.

### Some Statistics

#### The gender of trainees:

	Number	%
Male	16	67%
Female	8	33%

It turned out there were twice the number of males interviewed as females. This was unintended and with hindsight more attention should have been paid to trying to get a balance. It was a case of interviewing those who were willing. At any one time there would more or less be a balance of male and female trainees at the Engine Shed and, according to the CEO, there was no difference relating to gender in positive employment outcomes for the trainees over the years.

However, this was not what we found at the time of interview:

	In work	Vol work	unemployed
Male	16	1	1
Female	8	3	1

A much higher proportion of the men interviewed were currently in work than the women, with more women doing voluntary rather than paid work. Also, one woman was employed temporarily as maternity cover.

The reasons for the one man being unemployed was a complicated mixture of physical and emotional problems; for the three women it was in one case because there was nothing suitable available in her very rural situation.



### **Age at Joining Engine Shed:**

<b>Age at Joining</b>	<b>Total</b>
16	1
18	7
19	2
20	6
21	3
24	3
30	1
35	1

Only one of those interviewed was under 18 and they joined the Engine Shed straight from school, which was unusual. The overwhelming majority were between the ages of 18 and 21 when they joined, which reflected the Engine Shed's belief that young people with learning disabilities mature more slowly than other people their age and that most will benefit from a post-school period of learning before moving onto vocational training. This has usually been the age group the Engine Shed has targeted in its recruitment.

Only two of the interviewees were a lot older when they joined the Engine Shed: one was 30 when he joined back in 1990 when the Engine Shed itself had only being going a few years and one was aged 35 when he joined in 2005. In the latter case he had moved to Edinburgh with his parents so was older when he first became aware of the Engine Shed.

### **Job Outcomes according to starting age:**

There was really no difference in outcomes based on starting age, which is unsurprising given the majority were from the same basic age group:

- The one 16 year old has remained in work
- Of the seven 18 year olds, five are in work and two are doing voluntary work
- Both of the 19 year olds are in work
- Of the six 20 year olds, four are in work and two are doing voluntary work
- Of the three 21 year olds, all are in work; ditto the three 24 year olds

The one person who was 30 when he joined is currently unemployed, and the person who was 35 is still in the same job after more than 10 years.

**Route to the Engine Shed:**

Referral Route	Number
College	16
Family/Friend	4
Social Worker	2
School	1
The Action Group	1

The majority of those interviewed arrived at the Engine Shed from college, where they would have taken part in a variety of 'life skills' courses post school. Again, this reflects the way the Engine Shed has targeted its recruitment over the years.

Only two of the interviewees had arrived at the Engine Shed following a referral from a social worker and both of these were in the early days: one was in 1990 and the other was in 1994. Generally, social workers now only deal with those with much more severe learning disabilities than the Engine Shed's target group.

**Starting Date at the Engine Shed**

Starting Date	Number
1990-2000	9
2001-2011	15

We wanted a spread of starting dates to cover the whole of the Engine Shed's life and largely achieved this. More former trainees came forward from the years after 2000 and this may simply have reflected the fact that the contact details for this group were more up-to-date. However, several did come forward from the earlier period, with one from as far back as 1990.

**Job outcomes according to starting date:**

Again, the job outcomes were very similar regardless of when the trainee started at the Engine Shed:

- Of the nine who started between 1990 and 2000 a total of six were in work; two were doing voluntary work and one was unemployed

- Of the 15 who started between 2001 and 2011 a total of 13 were in work and two were doing voluntary work.

### **Impact of recession on job outcomes:**

We also wanted to look at whether the recession had had an impact on job outcomes, so we looked at what happened to those people who left the Engine Shed in the years since 2008 (i.e. those who would have started their training in 2005 or after).

It turned out that 11 of the interviewees fell into this group, out of which nine are in jobs and two are doing voluntary work. So, despite the impact of the recession the Engine Shed trainees have still moved into paid work.

### **Employment Destinations**

A full table of where those interviewed went after the Engine Shed and where they are working now is given below:

<b>Job after Engine Shed</b>	<b>Hours Worked</b>	<b>Job Now</b>	<b>Hours Worked</b>
Domino Pizza	16 hours max	Same	16 hours max
Starbucks	16 hours	Same	16 hours
Catering Assistant	9 hours	Same	9 hours
Restaurant	30 hours	Same	30 hours
Kitchen Porter	25 hours	Same	25 hours
Staff Restaurant (EICC)	18 hours	Same	18 hours
Starbucks	16 hours	Same	16 hours
Assistant in Care Home	Full-time	Charity Shop	Voluntary
Catering Assist (ScotGov) *	16 hours	Catering Assistant (Scot Parl)	18 hours
Heineken (Catering Assist) *	20 hours	Same	16 hours
Ed Uni (Catering Assist)	Full-time	Sodexo	17.5 hours
Costa Coffee	20 hours	Same	20 hours
Commonwealth Pool *	20 hours	Stewart Melville (Catering)	Likely 16+hours
Fish & Chip Shop (parents)	unspecified	Unemployed	0
McDonalds	20 hours	Same	20 hours
Elderly Homes	voluntary	Elderly home	Voluntary
Heritage Portfolio catering	16 hours	Mace Distribution (Catering)	20 hours
Filmhouse Cafe	30 hours	Same	20 hours
B & B (parent owned)	6 hours	Same	6 hours
Salisbury Arms	20 hours	Same	20 hours

(Unclear)	30 hours	Charity Shop	Voluntary
NHS	20 hours	Same	20 hours
Debenhams	3 days	E. Liddle Cent & Charity Shop	Voluntary
Ed Uni (Cleaning)	30 hours	Same	30 hours

<sup>1</sup>All but three of those who are currently in employment could be said to work within big catering companies (such as Sodexo); major chains (such as Starbucks) or big institutions (Edinburgh University and the NHS). The Engine Shed targeted these bigger organisations on behalf of their trainees, partly because that was where the suitable jobs were/are.

## Discussion of Some Key Findings

### The Nature of the Job

The jobs that Engine Shed trainees move into would probably be considered ‘entry-level’. The tasks involved are quite basic, but they are real and necessary to the businesses concerned. We have included some comments from the former trainees, and their parents, about the nature of the work.

One person told us his job involves *‘Mostly just general preparation stuff like sorting out portions and then putting those in a container, and then (putting) the beverages to be used up to be served’*.

One said, *‘I do the dishes and stuff and collect plates from the restaurant and I help with some food prep and clean up at the end of the day’*.

Another told us:

*‘Well, my main job is like I put dishes away and I put deliveries away as well a couple of days a week. We get deliveries from Brakes and I put things away. Some of them we put in the kitchen for the chefs to use and there’s a separate place for like soups, juice and crisps’*.

The parents of one of the trainees told us that their son:

*‘Just basically clears the tables and tidies up. He’ll fetch the paninis and things and give them to the customers. He’s got quite a good manner. He just never seems to be down – he’s always kind of a chirpy lad. He gets on really well with everybody and he goes to work with a smile on his face. It’s a simple job he’s doing but he’s doing it really well’*.

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<sup>1</sup> (The three marked \* are the jobs referred to above – where the company changed but the people were kept on albeit in different locations).

Similarly, a father said about his daughter's job: *'She's limited and there's a limited role for her to fulfil (but) she doesn't need support to do it'.*

These are real jobs and many employers over the years have reported how much they value the input of the Engine Shed and their former trainees. .

### **The Importance of Continuity**

One of the key results that stood out is the length of time people stay in the same job. What was apparent in the interviews, both with trainees and their parents, was that many people with learning disabilities found it difficult to cope with change, either a change of job or a change within an existing job: once they found a niche they wanted to stay there.

Sometimes there are practical issues involved, such as finding it difficult to negotiate new bus routes for example, if the employer moves them about to different sites. The interviews with parents highlighted some of the problems that can arise when things change:

The job one of the trainees had was under threat when the catering company lost the contract where she was based. However, luckily they were able to move her to another of their sites. Her father told us:

*'It was scary for a while as we didn't know if they were going to keep her on or not, and she was worried about it. It's everything to her. That's her role in life, this job, and she loves it'.*

Another trainee had been happy in a job but the unit where she was based was closed down and she was moved elsewhere. This did not work out as her mother explained:

*'When she went in there they had her washing dishes constantly, constantly washing dishes. She got very upset. Every day she hated going, but she's never one for being off, but she was actually crying sometimes it was that bad there.'*

One trainee was working happily for several years with the NHS and part of her job was to deliver mail throughout the building. Problems started to arise with mail being delivered to the wrong place and her managers thought she was making mistakes. She became extremely upset. It turned out that the real problem was that some departments had moved to another building but no-one had told her so she continued delivering the mail to the offices they used to be in. Her father told us this was a bad period for her until someone realised what had happened.

The mother of another trainee explained that her son was very happy in his job working in a kitchen but that sometimes they asked him to work in another site and that made him unhappy. She told us

*'He doesn't want to change it too much...if they put him in a new place he can't cope.'* It also poses practical problems as she explained that if they send him to different places he can't find his way home.

One former trainee is partially-sighted and her father told us that she can manage her route to work fine, so long as there are no changes. However, one time a pelican crossing was out of action and she got upset because she couldn't work out what to do. Eventually her father got help for her through RNIB who gave her a white stick and showed her how to use it.

### **Coping with Change**

Change of any kind is difficult to deal with, both practically and emotionally; it is also often difficult for employers or parents to identify what the problem is. Very often it is the parents or carers who have to try and sort something out, although many of the employers respond very well and often proactively to difficult situations. One of the realities of the hospitality sector is that it is constantly changing, with staff leaving, contracts changing hands and managers being moved on. Despite this, however, one of the heartening findings was just how hard employers tried to help.

The parents of one former trainee explained how their son got a job at Costa after a work experience placement. They told us:

*'The manager there was willing to give G a trial. He just sailed in. She was awfully good with him, she was very patient. After a while the manager moved and another manager took over. I wasn't sure how that was going to be because maybe he wasn't used to someone like G, and I think at first the new manager wasn't sure how to cope as well but he's been really good. He really has; he keeps an eye on things and that he's not giving him anything to do that would be too stressful. He just gives him things that he feels he'd be capable of.'*

One explained how after an appraisal with his employer he had recently been given a week's work at another site involving a different kind of work. The trainee explained: *'I think I was getting a bit bored...being in (the same place) all the time...I want a bit of a change.'* He enjoyed the change but one of the difficulties for him was the steep staircases at the other building: he told us *'I'm not very good with stairs at the best of times.'* He told us he would like more variety in his job, but that basically he knows what he is doing and only gets a change if someone is off sick or on holiday.

In another case the employer contacted the Engine Shed when the contract was changing and they were going to have to make the former trainee redundant. They thought he would benefit from some support to go through the process. This eventually turned out well as the employer managed

to transfer him to another unit at a school, but it was the proactive approach from the employer that made the difference.

One of the parents also told us that the company employing their daughter was very good:

*'They have contact with us, that's why I say there are very good. With the previous employer we would phone up say if J was ill and we would speak to them and get to know the managers, but with this new lot they make the point of giving her, well actually going through the appraisal process with her and we get feedback from that. Not that we are her guardians, but they understand the situation.'*

In another case the former trainee started to feel unwell and stressed, to the extent he had to go into hospital for a while. He told us that he went to his boss and said: *'I can't do this anymore.'* When he came out of hospital his job had been kept for him but with reduced hours to help him manage better.

### **Support**

The role of employers is crucial to the success of these jobs. The Engine Shed trainees are very loyal once they find a niche but it is very important that the employer understands what the person can and cannot do, defines the job appropriately, and understands how difficult it can be if things change. We found many examples of good practice among these employers, particularly managers and other team members.

Several former trainees told us of the support they got from colleagues:

*'When I have to do big jobs like putting deliveries away, because I'm a slow learner they give me that wee bit extra time because they understand that I'm a slow learner. I feel they are really good.'*

*'Yes, I do get support sometimes from my colleagues...and if I get told what to do and then I'll do it, without grumbling, we help each other.'*

*'Yes, I have support there from all the staff members and it's not a struggle when there are simple things to do so there is not real trouble.'*

Several told us about support from managers, both direct and indirect:

*'It was good there because even the boss I had there, he was good. He showed me the ropes and once he showed me he just liked you to get on with it...and if I wasn't sure of anything I*

*knew I could go up and ask him and he would keep me right. I did speak to my boss because I was getting bullied by a couple of people. I just knew if I had any problems I could speak to someone.'*

One person, currently unemployed, told us of his physical problems – with his feet – that have become much worse over the years. He had been in the same job for 15 years but had to take more time off because of his feet and was eventually dismissed. He told us that: *'I'm depressed now, because I've got nothing to do. I'm in the house and I just want to get out, get in a routine again, get back to doing work.'*

### **Impact of the Engine Shed on trainees**

Blake Stevenson Ltd, 2004, found:

*'The response from trainees during the review was overwhelmingly positive and all participants confirmed that they had enjoyed their time there and that they felt they had developed considerably as a result of attending the Engine Shed.*

*Trainees who had already left the Engine Shed felt that it had had a number of benefits including giving them the opportunity to meet new people, gain new skills, learn the importance of timekeeping, and learn about fair discipline.*

*Similarly, the response from parents consulted in the study was overwhelmingly positive. All parents indicated that the Engine Shed had had a very positive impact on their child, and that the Engine Shed had provided a supportive learning environment. A number emphasised the extent to which their child had matured whilst at the Engine Shed, exceeding their initial expectations considerably.'*

(p.23)

Blake Stevenson Ltd went on to say:

*'This review is extremely positive and has provided evidence that the Engine Shed is an effective provider of supported employment opportunities for people with learning disabilities. The Engine Shed is a unique organisation in that it is one of only a few organisations in Edinburgh that provides an integrated training package on a full-time, long-term, intensive basis in a supported work-based environment.*



*Review participants were united in their view that the Engine Shed is a provider of high quality training and support, and provides trainees with an excellent working environment. The Engine Shed's customers talk of the good quality food, excellent service, pleasant environment and efficient staff in both the café and shop. '*

In 2008, parents were quoted as saying that the Engine Shed had a positive impact on their son or daughter, having provided a supportive learning environment. Trainees interviewed at that time said they had enjoyed their time at the Engine Shed, and had developed as a result. They had been given the opportunity to meet new people, gain new skills, had learned the importance of time-keeping and had learned about the discipline of work. They also commented that they felt able to call on the engine Shed when needed (Garvald Community Enterprises, 2008).

In 2011 trainees' parents said the Engine Shed had

*'..helped him develop a feeling of independence and self-confidence he didn't have before. He definitely would not have got a paid job with the support and training'*

*'..helped him to develop the skills to move from a traditional day centre into paid work – one step at a time. He loves working, he is very sociable and the job suits him, he is very happy. He got a letter last year from (his employer) acknowledging his length of service and letting him know that a bonus would be paid into his account.'*

*'..helped him build up his confidence step by step. After a work experience he was quickly offered a paid job.....He has a great social life!'*

(Garvald Community Enterprises, 2011).

In 2015, for this Review, further interviews were undertaken with carers.

R, now aged 40, has a number of physical, sensory and learning difficulties. Prior to 2002 she held a job in a shop, and since then she has worked as a member of a facilities team, looking after meeting rooms, undertaking the mail-run and other office-based activities in an Edinburgh organisation for 20 hours each week. Her father describes her time at the Engine Shed:

*'We were just delighted to get her in; we were delighted it was a charity and it was doing what it said on the tin. It was excellent what they did because they trained her and in the*

*shop she was meeting people; every minute of the day people were coming in and there was a wee area in the shop you could sit and have a coffee.*

*The whole idea of the training was to get youngsters into that kind of environment so that at the end they would be ok to go into some kind of work environment. We certainly wanted her to try to be independent that way, which certainly she is’.*

M’s mother said of her daughter’s employment:

*‘...she absolutely loved it. She never really cooked anything before here, but now she can make soup and things. She has learned to bake things....’*

P’s mother said:

*‘Well it was good to see that he had a place to go, that was the first thing, and he enjoyed it – he liked the people he was working with – we got a whole story every day when he came back. P is quite a sociable person and he really enjoyed it when the people came in and spoke with him.*

*It’s all been progressive – P’s gained something everywhere he’s been – but he certainly gained an awful lot at the Engine Shed. He gained in confidence and is able to do things. I think it made a difference in him travelling in a bus – he came in here with no bother in the mornings, so that was good.*

*I think too it made a difference when he came here that he had men to interact with. P’s pretty wary of men – we were a very female home. That has made an awful lot of difference that we had the confidence that he would be ok, that he wouldn’t be bullied because so many had been bullies in the past with him. So that helped him as well and made him more relaxed in men’s company.’*

Talking about M’s employment history her mother said:

*‘From here she went to work at the Commonwealth Pool and she held that down and was welcomed there. It was a big, big step. That was a quantum leap and I know it took three and a half years of training in here, but that was where it ended up and she’s never looked back. The Engine Shed was the catalyst, there’s no question about it.*

*She was working in the cafe there as a catering assistant, picking up cups and putting them on trays and taking them to the dishwasher, that sort of thing. The company that she was working for lost that contract but they moved her to another of their sites at the Forestry*

*Commission temporarily and then to Stewart Melville's school which was another of their contracts. They were a fantastic employer. Then the contract changed again and a new company took over at the school but they kept all the staff on and are an even better employer. As far as employers are concerned they're top notch.*

*It was scary for a while as we didn't know if they were going to keep her on or not, and she was worried about it. But she's there five days a week from nine until two thirty or three o'clock'*

S' father said:

*'Well it gives her that wee bit of independence, you know. She just thoroughly enjoys going off to work. It gives her something to do and she'll tell me what they're doing in the office'*

As can be seen from the views expressed by trainees and their carers, the Engine Shed transformed the lives of these trainees. Not only were they much more able to develop some independence in their lives by undertaking meaningful work, with all that that implies, they made a valuable contribution to society. A good part of this contribution stems from their roles as ambassadors for people with learning disabilities, helping to alter stereotypes and misconceptions, and hopefully raise expectations, opportunities and life-chances for this disadvantaged group.

## **Section 5: THE IMPACT OF THE EXTERNAL ENVIRONMENT ON THE ENGINE SHED**

Governments have long been concerned with the very large numbers of people on incapacity benefit and have made various attempts, over the years, to reduce this benefit bill. Over the time of Labour administrations, the philosophy behind their initiatives was that work is the best way to move people from a life of poverty and dependence. In the context of people who have been ill, work was also seen as a way to improve mental and physical wellbeing. Before the recession, the UK as a whole was also faced with a labour shortage, and an ageing population, so it was seen as vital to bring as many people as possible back into the workforce.

In the years since the Engine Shed was first mooted in 1989 there have been many changes in the landscape of employment opportunities for people who are often excluded from the workplace. There have been many economic and political changes which have had dramatic influences on the funding, policy and practice in all the fields concerning people with learning disabilities, too many to cover here in detail. However, a summary might be useful in sketching out the wider environment within which the Engine Shed came into being and prospered. These wider developments affected paradigms in thinking and trends in policy and practice. Findings and messages from research evidence also came to bear on the development and provision of employment opportunities at the Engine Shed (Section 6a).

Prior to the 20<sup>th</sup> century there was widespread fear and anxiety about the potential for disabled people to contaminate the gene pool. This led to policies of segregation and containment. This was reflected in national policies and legislation in the early part of the 20<sup>th</sup> century. By 1947 the National Health Service was created, along with a more humane medical model of disability. With these came the notion of it as a medical specialism and specialist professional roles became established.

Following the creation of the NHS in 1947, a more humane medical model of disability developed, with specialist treatment and specialist professionals. The trend was echoed in the educational world with the development of occupation centres and subsequently proper schooling for disabled children. This period also saw the emergence of parental involvement and consultation and the creation of campaigning organisations such as Mencap. However, there were still less-specialised centres and these were segregated from the mainstream. Eugenic ideas, despite the discrediting of the mass killings of disabled and vulnerable people by the Nazis in Germany, remained and disabled women were still sterilised and abnormal foetuses terminated. Subsequently, science has moved on and now

tests for abnormalities in pregnancy, genetic engineering and 'designer babies' have become practical possibilities, with their attendant ethical dilemmas.

The 'minority rights' movement, which developed at this time, was led, initially, by black and feminist activists. The People First disability rights campaign developed and the idea of 'people first, disability second' significantly shaped thinking and services. However, specialist services remained institutional and separate. Over time, the theory of normalisation gradually took hold, and provision began to take on the characteristics of ordinary people, where it was reasonable for disabled people to have a home, a job, relationships and family life. Deinstitutionalisation became an aim, and there was considerable emphasis on the ability of disabled people to have valued social roles and be able to contribute to community life.

In the 1980s public services experienced the first of many reductions in their funding. The term value-for-money was coined, and voluntary organisations began to find themselves having to work harder for their funding and justify their results. For the Engine Shed, this meant reaching beyond local authority funding to the European Social Fund. The effort involved in the task of applying to this fund was considerable, and a great deal of time was invested in it. Eventually, success was achieved and this funding continued to support the enterprise until 2007. The funding formed the basis for business planning, and the 'fit' between the objectives of the Engine Shed and the Fund enabled and supported the Engine Shed's direction away from 'just another day centre'.

By the 1990s these aims of deinstitutionalisation, giving social roles to people with disabilities and maximising their contribution to community life resulted in the closure of 'mental handicap hospitals' and in special schooling to be seen as part of the mainstream. Care in the community underpinned social policy and its legislation and practice. Social inclusion became the paradigm within which many professionals operated. The Framework for Accomplishment (community presence, competence, choice and control, respectful interaction; participation) embodied the defining concepts of this period.

'Care in the community', however, was differentiated from 'care by the community. Disabled people still lived in 'service land'. Community care emphasised 'needs-led rather than 'resource-led' services. Terms such as integration, assessment, user and care choice,

user involvement, care packages and care planning entered the professional lexicon. Person-centred planning became established as an individualised approach to service planning, particularly in the voluntary sector, strengthening the user-led approach aspired to in legislation.

Partnership became an important watch-word developed by activists with physical disabilities, and independent living, where people with disabilities are supported by personal assistants whom they employed from direct payments, giving control and choice about service provision to individuals. Greater control and choice led to the emergence of the idea of users and carers as consumers (as opposed to the earlier term of client) within a 'market economy of care', some of which were privatised.

In the 2000s the ideologies of personalisation and empowerment have continued to gain ground. Control and choice for service users have resulted in the concept of them as consumers, morphing later into citizenship. From this, some anxieties about the tension between autonomy and risk took hold, and risk-assessment became a significant activity in public services. Fear of litigation has given rise to a climate of risk aversion, a consequence of the tension between giving individuals the freedom of choice and protecting vulnerable people, alongside anxiety about the accountability of service-providing organisations. The concept of capacity - the ability to make decisions - has been further developed, and the rules around how those who do not have capacity should be treated has been enshrined in legislation. Along with this has been the growth of advocacy – citizen advocacy, self-advocacy and independent advocacy

Within these parameters the issue of paid employment has become central for those people with disabilities who are able to work. It has been acknowledged that for them, the route into work is not as simple as applying for a job and then starting. The transition needs much greater preparation, training and support, requiring both time, supportive people and a supportive environment. This is where the Engine Shed has scored so highly, providing what one parent described as a '*gentle process*'.

Throughout the 1990s and the 2000s the narrative of managerialism became the norm in public services. The trend, starting in the US, had been influenced by the attraction of measurement as a way of quality-controlling outputs. This led, in the UK, to the move

towards setting goals targets and standards, with frequent regulation and inspection seen, in public services, as a way of ensuring compliance and fitness for purpose. These developments were described as the modernisation of public services.

In Demos' 'new script for public services', where users were seen as holders of individual personal budgets for services built around their individual needs, users were also viewed as having strengths, capacities and talents – in other words they had agency. These were also seen as contributing to their own local society. The involvement that people with disabilities have within their communities, particularly in groups and organisations that offer services, has given rise to the concept of co-production.

From 2010 to 2015 the notion of '*getting better lives*' for people with learning disabilities surfaced as an alternative to 'getting better services'. The self-directed support legislation explicitly refers to co-production, supporting the idea that users and carers have strengths and abilities which they contribute, helping to build community capacity and community connectedness. The word 'needs' has been replaced by a focus on outcomes, and these are part of improving the quality of life rather than improving the quality of services.

The employment situation for people with disabilities changed dramatically in the years up to 2012, and the Conservative/Liberal Democrat coalition government took a new approach. In place of various targeted employment support schemes one standard Work Programme was proposed, run by private sector contractors. Job Centre Plus continued to sign on people who are unemployed but then referred them to the new programme. The previous government had already reformed Incapacity Benefit which was replaced by a single new Employment Support Allowance for everyone out of work but with different rates for people who were ill. However, a much tougher Work Capability Assessment was been introduced and the aim was to reduce those claiming sickness benefits by one million by 2014. Some 800,000 of these were existing claimants who will be reassessed as fit for work.

### **The Scottish Policy Context**

Concern was been expressed, including by the Scottish Government (SG) , that the reforms being introduced at a UK level would unfairly hit disabled people. The SG pledged itself to '*mitigate against these potential adverse impacts (of welfare reform) where possible*'. SG in its economic reports made a commitment to achieving equity in the economy and society. Its key document, the Economic

Strategy, includes 'Equity' as one of its strategic priorities *with 'a focus on preventative spend to tackle the social and health problems which prevent people from reaching their potential'*.

To ensure this strategic priority is implemented, SG published an 'Equality Report' that goes alongside its spending review and the draft budget 2012-2013. This looked at how government spending contributes to achieving equality outcomes, and the potential impacts of those spending plans on people whose lives are affected by discrimination and inequality. It notes that, *'many disabled people face barriers to employment and to living independently, often the product of negative assumptions about what disabled people can and cannot do'*. This report itself draws on analysis contained within the government's own report 'The Position of Scotland's Equality Groups', which *'offers an equalities lens upon the Scottish economic landscape within which deep and systemic inequalities and barriers remain'*.

This welcome commitment to supporting disabled provides a platform for the Engine Shed to promote its successful model of training to policy makers at all levels.

#### **The Policy Context: Employability Framework**

Towards the end of the first decade on the 21<sup>st</sup> century the (then) Scottish Executive (SE) started work on an Employability Framework in recognition that existing training / employability services had not been as effective as they could be, given the resources allocated to them. As one of the key consultation documents prepared for the Executive noted:

*'Well over £500 million is spent in Scotland each year on services designed to help people find work. Most of the services help less than 40% of their clients find a job...many of these clients subsequently lose this job'*.

*(Employability Framework for Scotland: Summary and Recommendations of the Workstream Groups, 2005).*

One of the research papers prepared for the SE found that across all the various types of interventions it examined, **none** had achieved 50+% of clients moving into employment (*Employability Framework Interventions Workstream: The Research Base, McGregor et al, 2005*). The intention of the new Framework was to significantly improve the outcomes achieved for this investment. It intended to do this primarily through creating local collaborative frameworks and more joined-up services.



When the Engine Shed's second five-year business plan was drawn up in 2012 (the first was 2007 – 2012) it was clear that what it had been doing for years in terms of employability was now becoming part of mainstream policy, and highlighted how successful the organisation was in national terms.

## **Section 5a: RESEARCH, POLICY AND LEGISLATIVE DEVELOPMENTS IN LEARNING DISABILITY IN THE UK**

1913: Mental Deficiency Act created the option of compulsory detention in hospital on grounds of disability. Heavy work (growing food, maintaining buildings, domestic chores) provided. Enabled local authorities to develop resources for occupation, training and supervision' for 'defectives' living in the community. Occupation centres or sheltered workshops and remunerated people with 'pocket money' followed.

1957: The Royal Commission on the Law Relating to Mental Illness and Mental Deficiency (Percy Report). Following advances in professional knowledge and practice about the potential for people with learning disabilities to learn. Recommended that local authorities provided occupation, training and supervision' for 'defectives' living in the community.

1959: Mental Health Act (1960 in Scotland) gave local authorities powers to provide day care services within the community. Adult Training Centres (ATCs) with an industrial training focus were established in most local authorities by the 1970s.

1961: Ervin Goffman in *Asylums* concluded that good intentions to improve services through more humane hospital treatment contained the seeds of new institutional patterns of care.

1968: Model of Good Practice in Adult Training Centres was published by the then Ministry of Health. This provided explicit guidance that the main function of ATCs was to train people to move into paid employment.

1969, 1972: Wolfensberger's seminal works identifying the importance of ordinary patterns of life for people with disabilities and the importance of socially-valued roles, including employment.

1971: White Paper: Better Services for the Mentally Handicapped (In Scotland - Scottish Home and Health Department, 1972) set targets for service development in the community over the following 20 years. Expansion of day care places were to accommodate those who would be leaving hospital.

1973: Bayley, M's *Mental handicap and community care: a study of mentally handicapped people in Sheffield* made the distinction between care *in* the community and care *by* the community. Critical of social integration outcomes of early community care policy.

1975: Mencap's Pathways to Employment programme, funded employers to offer disabled people employment opportunities

1977: The National Development Group pamphlet *Day Services for Mentally Handicapped People* recommended the role of the ATC be broadened to encompass education, leisure, and independent living skills and that they be renamed Social Education Centres.

1980: Marc Gold's work *Try Another Way: Training Manual* revolutionised training support, later developed into Training in Systematic Instruction (TSI)

Early 1980s: Sheltered Placement Scheme introduced. Later renamed Supported Employment Scheme, and then WORKSTEP in 2001. Under the scheme the disabled workers are employed in integrated settings with ordinary employers, with the cost to the employer being subsidised in relation to the output of the workers. The amount paid by the host firm is based on the disabled persons' output. Includes only disabled workers estimated to have between 30% to 80% of the productive abilities of an able-bodied worker.

1984: Martin, M's *Hospitals in Trouble* account of hospital scandals during the 1960s and 1970s as '*corruption of care*', continues to highlight issues with institutional regimes and the lack of personalised care.

1984: Seed et al's study of day services in Scotland: *Which 'Best Way'?* found widely differing interpretations of policy. They identified seven models of day care centre in existence in Scotland:

- Work
- Social care
- Further education
- Assessment and throughput
- Recreational
- Shared living
- Resource centre.

1997: The sequel to the 1984 work, *Day Care at the Crossroads*, was the most wide ranging evaluation of day care services undertaken. Focusing on Scotland, it raised the question of whether the ATCs do more than simply provide training and occupation in the context of work.

1988: Griffiths Report *Community Care Agenda for Action* – commissioned to examine arrangements for health and social care, and to make recommendations for more holistic and individualised care plans.

1988: The Independent Living Fund (ILF) came into being and was the first framework enabling people with disabilities to have cash to purchase care to support independent living, and in particular to employ personal assistants.

1989: The White Paper *Caring for People*, government response to the Griffiths Report on community care, which preceded the 1990 Act.

1990: *Community Care (Scotland) Act*: This marked a shift from segregation and institutionalisation to supporting people in the community with a 'package of care' assembled collaboratively between professionals and those using services and which took

account of family carers' needs. At the time this was viewed as a 'sea change' in thinking and service development.

1991: SSI inspection of services to people with learning disabilities reported day services becoming more diverse and small-scale employment schemes increasingly available. Nevertheless, improvements were needed for '*better access to the mainstream of ordinary life*'

Early 1990s: In Scotland, Scottish Human Services develop 'Changeover' focused on creating integrated daytime opportunities including community employment, college education, community leisure opportunities. See for example, Strathclyde Regional Council No Mean Service (1993). UK Government introduces its Supported Employment Programme - Supported Placement Scheme, subsidising employers to encourage greater employment opportunities for disabled people

1992: Further and Higher Education Act (in Scotland 1993), required Further Education (FE) colleges to meet the needs of disabled students and gave extra funding for those with 'special needs'. FE colleges begin to offer learning support centres, individual tuition, support in classes and access to specialist services. Some offered training and education in preparation for employment.

1994 Kings Fund and National Development team launch 'Changing Days' in England, designed to help people access leisure and employment opportunities in their local communities, and building on Changeover.

1995: Disability Discrimination Act (DDA) made it illegal for employers to discriminate against disabled people. The core concepts in the DDA 1995 are, that it is unlawful to treat disabled people less favourably for a reason related to a person's disability; and failure to make a '*reasonable adjustment*', a radical concept that makes the DDA 1995 different from older legislation. An active approach that requires employers, service providers etc. to take steps to remove barriers from disabled people's participation.

1995: Community Care (Direct Payments) Act, (in Scotland through the Scotland Act 1996) legitimised cash for care, making it possible for disabled people to have increased flexibility, choice and control in their support arrangements through managing their own support.

1995: Beyer and Kilby's work reports that while people with learning difficulties enjoy the social aspects of day centres, the activities on offer are boring.

1996: The Costs and Benefits of Supported Employment (SE) Agencies by Beyer et al evidenced major expansion from just 5 SE agencies in the UK in 1986, increasing to over 200 by 1995, and an estimated 5,000 people nationally, predominantly people with learning difficulties, employed with local employers. This growth was slower in Scotland.

1997: Riddell et al's research found that while FE provision for people with learning difficulties had increased, community education had declined, where the emphasis is placed more on personal growth and community development. There were persistent concerns about the 'segregated' nature of FE provision.

1997: Beyer and Kilsby found that almost half of people using supported employment services were working less than 16 hours per week with 42% having total earnings of £15 or less.

1997: Smyth and Maynard Campbell's survey of good practice in supporting disabled people in employment, found low awareness of the social model of disability and a wide range of initiatives and approaches.

1997: Corden *Supported Employment. People and Money*, and Simons (1998) *Home, Work and Inclusion* highlight policy constraints and structural barriers militating against people with learning difficulties taking up supported employment.

1998: Mank, Cioffi and Yovanoff, in a review of Supported Employment Outcomes, noted that outcomes were harder to obtain for people with severe disabilities and there appeared to be gender differences with more men in supported employment than women

1999: Beattie Committee Report *Implementing Inclusiveness, Realising Potential*. Focus on moving young people into employment and training, including those with disabilities.

1999: Stalker et al, in a review of services for Scottish Executive, found that users saw day centres as widely failing to recognise and meet their needs and conclude that most people with learning difficulties were confined to segregated settings, and that Scotland had some way to go before people with learning difficulties were '*truly part of the mainstream*'.

1999: Sutton in *Inclusive Employment: International Perspectives* presents survey findings of employment options for people with learning difficulties, with responses from 60 countries, showing that inclusive or integrated employment was '*very much in the minority*'.

1999: System 3's *Attitudes to Learning Disability* survey found 80% of those questioned said that children with learning difficulties should attend ordinary schools, while 87% thought people with learning difficulties could make good employees.

2000: The government policy document in Scotland *The same as you?* (Scottish Executive) reviewed the life chances of people with learning difficulties in Scotland and proposed that day centres should change to become resource centres supporting more community participation by helping people with learning difficulties access continuing education and development, 'real jobs', to achieve their desired outcomes and become more involved in their communities.

2000: Adults with Incapacity (Scotland Act) modernised the concept of capacity and guardianship. It required that a person be assumed to have capacity unless otherwise established; that any intervention should benefit the person, encourage skills and take into account present and past wishes of the person and other interested parties.

2001: Valuing People. A New Strategy for Learning Disability for the 21<sup>st</sup> Century. A White Paper (DH), emphasised increasing opportunities for people with learning difficulties to be socially integrated, including access to 'real jobs' in the community.

2001: UK government employment programme WORKSTEP to provide support to disabled people facing complex barriers to getting and keeping a job. Also offered practical assistance to employers. Replaced by WORK CHOICE in 2010.

2003: Scottish Government Working for a change? The Same as You? A working group focusing on employment identified that only one in 20 people with learning difficulties were in any form of paid work. Sets out ten recommendations to help more people with learning difficulties to get a job if they want one. This included a clear national lead on employment from the Scottish Executive, support to employers and employment becoming a mainstream coordinated service.

2003, 2005: Disability Discrimination Act 1995 Amendments bring the legislation in line with European Employment directive.

2006: Green Paper, A New Deal for Welfare Empowering People to work sets out proposed reform of welfare benefits system including removing disincentives to work, changing the system of incapacity benefits for disabled people.

2006: Scottish Government Changing Lives: Report of the 21st Century Social Work Review emphasising personalisation and the need for human service systems to change to achieve people's aspirations.

2006: Workforce Plus, An Employability Framework for Scotland document sets out actions at the national and local levels to help more people get back into work.

2006: In More Choices More Chances the Scottish Government sets out its strategy to reduce the proportion of young people not in education, employment or training (NEET) in Scotland. The NEET Strategy was an action plan to reduce the proportion of young people not in education, employment or training in Scotland

2006: Workforce Plus introduce the New Deal for Disabled People. Personal Adviser Service, to assist disabled people on incapacity benefits find and sustain paid work through the support of specialist advisers at Job Centres.

2006, 2008: Scottish Parliament's Equal Opportunities Committee identifies a gap in provision for disabled people who require extra support to get into/maintain employment.

The Committee concludes that many mainstream initiatives and proposals do not go far enough in meeting the support needs of disabled people, especially those with severe or complex needs who may be 'furthest from the labour market'.

2007: Adult Support and Protection (Scotland) Act is the legislative response to growing concerns that 'vulnerable' individuals at risk of harm, abuse and exploitation. This concern arose from the deinstitutionalisation process but was reinforced by personalisation and the introduction of personal budgets. The Act allows such intervention where it can be established that an individual with capacity is 'under undue pressure' from a third party.

2007: The Freud Report Reducing Dependency, Increasing Opportunity, proposed streamlining the current benefits system and tackling disincentives to employment in general, including increasing employment opportunities for disabled people.

2008: UN Convention on the Rights of Persons with Disabilities, Article 27 Work and Employment recognised the right of disabled people to participate in the workforce.

2009: Valuing People Now: a new three-year strategy for people with learning disabilities. 'Making it happen for everyone' (DH), policy document in England emphasised that people with learning difficulties are entitled to the same aspirations and life chances as other people, including the opportunity to work.

2009: Valuing Employment Now: Valuing real jobs for people with learning disabilities (DH) and Valuing Employment Now: The Delivery Plan (DH) set out a cross government strategy and action plan in England to increase the number of people with learning difficulties in employment by 2025, stipulating that as many as possible of these jobs to be at least 16 hours per week.

## Section 6: KEYS TO SUCCESS & CHALLENGES OVERCOME

### Aims and Objectives

When the Engine Shed was set up, most young people with learning disabilities attended special schools then moved to a variety of day centres. Vocational training and employment was not seen as a real option (only around 14% of people with a learning disability are in work, the lowest of any group with a disability by sizeable margin): people with learning disabilities were the responsibility of the local authority Social Work Department, reflecting the view that they required 'care' rather than employment, and. The Engine Shed had a different philosophy and different ambitions for these young people.

Our overall aim has always been:

- To help young people with learning disabilities make the move from school and further education into employment, by providing training and work experience in an integrated environment.

Our objectives are:

- To provide a real work environment for trainees
- To structure the training in such a way that allows trainees to gain both the practical and social skills necessary to move into mainstream paid employment

However, the Engine Shed's philosophy is also to be a caring organisation and to operate according to Steiner principles<sup>1</sup>.

In practical terms, what this means for the Engine Shed is:

- Recognition of the value and uniqueness of every individual with the aim to enable them to realise their potential.
- The value of meaningful work is recognised as important for the self-esteem and development of an individual into adult life. Work provides a helpful routine and structure to the day and also offers the opportunity to make a contribution to society.
- A sense of being valued and appreciated by others.
- Also important is working to maximum ability, providing as high quality service/product as possible.
- Cultural life is very important, i.e. seasonal festivals, connection and awareness of the environment, as well as arts/crafts, relationships etc.
- Seeing the individual in a holistic way: the need for rhythm in life i.e. work and leisure, weekday and weekend, regular working routines and holiday periods etc.

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<sup>1</sup> Rudolf Steiner (1861 – 1925) : Austrian philosopher and educationalist who brought new ideas to areas as diverse as agriculture, the arts, medicine and social life. His approach to human psychology and education is based on the understanding that in every human being there is a spiritual individuality at work, creating its own destiny.



The Engine Shed has two main purposes or a 'double bottom-line':

- to provide high quality vocational training and work experience for people with a learning disability, supporting them to find and sustain permanent employment

*and*

- to manage a number of enterprises which not only generate income but provide the appropriate learning environment for trainees

The most significant success for the Engine Shed has been its inception and development over the 26 years of its operation. Funding was secured from a number of sources so that in 1989 it became:

*'..a unique organisation that provides training for young people with learning disabilities and helps them move into mainstream employment. We do this through running a number of catering 'workshops' which offer a real life training environment. Over a three year period, our trainees not only gain vocational skills but they also mature and develop the social skills they need to take the next step into the adult world.'*

Engine Shed Business Plan, 2012

The Engine Shed (Garvald Community Enterprise) became a limited company with charitable status based in Edinburgh. It is a highly successful training project, with around 80% of trainees moving into paid employment. It is also a successful social business, generating more than half its operating costs from its enterprises: the café, organic bakery, organic tofu production unit and conference/catering service.

Key to its success has been the impressive number and range of relationships made between the Chief Executive and the essential employer partners who have made the invaluable employment opportunities available for trainees. In addition, constructive relationships have been built between with the local authority, the Department of Work and Pensions, the benefits agencies, further education colleges, community health teams, funders, suppliers, parents and carers and other voluntary organisations working in the field.

Development of trust, along with a willingness to experiment and to learn from experience have all been vital in building a training programme and employment support initiative that has dealt successfully with the shifting requirements of its operational environment. These shifting requirements include the world-wide changes during 2008/2009 with recession, rising food and fuel costs and cuts to public spending.

*'At a policy level the picture was both complex and fluid with very different approaches at the Scottish and UK levels. In Scotland the policy emphasis is on the promotion of equity,*

*inclusion and preventative spending, while the UK Government's emphasis is on reshaping and reducing the Welfare System. At all levels there is less money for dealing with rising unemployment, particularly among young people.'*

Engine Shed Business Plan, 2012

As the Scottish Government's Economic Strategy, 2011 puts it:

*'During the summer of 2008 and into 2009, the global economy experienced two powerful shocks: the emergence of an international financial crisis and a severe commodity price-spike. These shocks resulted in a dramatic fall in global demand'.*

The impact of these global forces on the Engine Shed's operation was considerable: customers had less to spend, café sales went down and the conference service, which caters mainly to voluntary sector and public sector clients, had fewer bookings. At the same time, the price of basic foodstuffs, and therefore supplies, went up, as did the cost of fuel. Projecting future sales, and costs, became very much harder against this volatile background. Meanwhile, training fees remained static.

However, the Engine Shed responded positively to this ongoing uncertainty: new products were developed, particularly in the bakery, and sales from both the bakery and tofu workshops increased almost annually since 2006. There were important new customers for the bakery, tofu and conference services and sales in the café rose through improved marketing.

Responsibility for funding disability training/employability projects moved from the local authority Social Work Department, who paid the training fees at the City of Edinburgh Council, to their Economic Development Department. This was a big change as there had hitherto been a strong and longstanding relationship with key people in Social Work. It also meant cutbacks as all projects were given a 4% cut and told they will be reviewed over the next 12 months.

This was not an inappropriate change as the Engine Shed clearly met economic as well as social needs and fitted very well with the Scottish Government's policy goals. Whenever the training has been evaluated it has been highly regarded by all our stakeholders: trainees, parents, employers, and funders and the approach was refined over many years. However it was important to find new ways to explain and quantify the benefits of the service to people whose main remit is economic development.

More importantly, the Engine Shed continued to find good quality work experience placements and jobs for its trainees. It was harder work to find and sustain these but many long-standing business partners recognised the importance of giving young people with learning disabilities a fair chance. This is against a national background where there are 100,000 16 - 24 year olds out of work and against a local background where Edinburgh has the highest level of state school leavers not in employment, education or training of all local authority areas in Scotland. The Engine Shed is justifiably proud of this achievement.

It was clear that the uncertainty in the wider economy would continue to pose difficulties over the next few years and forecasting future costs and sales remained a big challenge. The global economic downturn, the cut in funding, the shift to a new working relationship with the local authority and the

prospect of a review all presented significant challenges to the Engine Shed, but the hope, at that time, was that a way might be found to ensure that the level of fees for trainees was more secure and sustainable into the future. An internal analysis of the operation was conducted and working practices improved.

The Engine Shed was one of the most successful organisations of its kind in the country. Part of its overall strategy, therefore, has been to share this experience widely, and to raise its profile in the process. More effort was thus channelled into marketing the training service and the overarching concepts of the Engine Shed. This included:

- A monthly e-bulletin to all our stakeholders.
- Visits for parents, teachers and pupils at school level to gain an understanding of the Engine Shed.
- Similar visits for college tutors and young people attending college extension courses.
- Taster weeks/work experience for pupils in their final year at school and college students coming up to the end of their courses.
- Making a DVD about life at the Engine Shed, primarily aimed at potential trainees and referral bodies.
- *A Guide to the Engine Shed* was published in 2008
- A short book to celebrate 21 years at the Engine Shed was published in 2011 with interviews with staff, trainees, customers, employers and parents giving a flavour of 'a day in the life of the Engine Shed'.

Feedback on all these activities was positive, and it generated a waiting list for places.

Additional advice about marketing was sought to help better understand and meet the expectations of existing customers, and help reach new customers. Another issue concerning marketing was that of ensuring that the Engine Shed optimised its businesses. As these were largely focused around catering (tofu production, the café, the organic bakery and offering a meeting and conference venue) in 2012 two senior posts were created, a catering manager post and finance manager post was created to help direct and manage the work. An external catering consultant was sought to offer support in areas such as compliance, quality control and product development, which had become increasingly important. Staff mentoring/training also formed part of this ongoing development.

These activities were all 'outward-facing'. It is important to emphasise that its achievement through the successful placement of trainees in employment was due to the 'gentle process' described by one parent. Making major life changes for people with learning disabilities is hard, as their parents and carers will testify from the experience of bringing them up and living with them. Making the transition into the workplace holds many fears, concerns, hopes, expectations – some realistic and some not – as well as learning new habits, behaviours and routines. Initial selection is crucial: to accept someone who would be unlikely to be able to benefit from the process is unfair to that individual, but also potentially wastes a place. Further, failing to offer a place to a person who could benefit is equally wasteful. For this reason, careful attention was routinely given to the selection process.

The 'gentle process' thereafter takes place in the Engine Shed itself to begin with. Trainees are gradually introduced to their co-workers, the environment, the tasks, the routines and the Engine Shed's expectations. Over the three-year traineeship trainees are encouraged to undertake new roles within the organisation, and their progress noted. They also learn to contend with public transport to get to and from the Engine Shed and a range of social situations such as relating to others, going on outings and meeting co-workers outside the Engine Shed for a social occasion. Towards the end of the period, as they become more ready to meet the challenges of the external working world, they are supported to take the next step into a work placement where they work with a trusted employer to gain 'real world' experience. When this has been completed satisfactorily paid work is then sought with, again, one of the Engine Shed's partner employers. The hours are agreed to suit both the employee and the employer. Contact is maintained by the Engine Shed with the employer and the trainee to offer support and deal with any concerns that may arise. In recent interviews with parents this particular aspect has been stressed as a vital part of the process for them and the trainee.

As has been shown, 80% of the Engine Shed's trainees have moved into paid employment, and many of them have worked with their employers for years. The 'gentle process' has clearly been successful for the large majority of trainees, and the lessons learned over the years have been integrated and shown to be worthwhile. The Engine Shed has been 'a successful social business', as shown in the Business Plan (2012)

In summary, the keys to success have been:

For the organisation:

- Clarity of purpose
- Business planning
- Attention paid to relationships with: funders, employers, parents and carers, further education colleges, local authority partners, government departments
- Marketing, both to potential trainees and consumers of the Engine Shed's products and services
- Continuous development of professional practice, including our assessment tools
- Flexibility to adjust as external circumstances change
- An initial 'flat' structure changed as business grew
- Accurate costing and ordering processes
- Keeping in touch with stakeholders
- Ensuring that knowledge of the labour market remains current

For the trainees:

- Careful selection
- A graduated process

- Ongoing support and progress-marking throughout
- Clear rules and boundaries
- High standards of behaviour and work expected
- Opportunities for personal and social development
- Vocational and certified qualifications
- Personal development learning
- Vocational guidance
- Aftercare support package

## **SECTION 7: THE FUTURE**

Following the closure of our training operations at St Leonard's Lane in March 2015 we spent a period of 18 months seeking out new opportunities and options to establish future training resources, taking into account the changing environment in which we now operate. As an initial step, the plan was to look into setting up a café to relaunch operations and re-establish our public presence in Edinburgh and from this base look to develop further new employability services operating within the commercial realities of running a social business.

We looked at many options which involved actively searching for suitable property that would match our requirements. Alongside this groups and individuals also shared their ideas, possibilities and offers of support with us which we also followed up. All in all it was a busy and interesting period but also one where we experienced our fair share of disappointments and frustrations. Unfortunately at the end of this period we had not been successful in securing a new venue and the decision was taken, very reluctantly to close down the organisation.

It is with great sadness that we came to this point. I believe very strongly that we have left our mark in the field of employability training for people with disabilities as the strength of public reaction to the consequences of loss of funding testifies. Thousands of people passed through our door over the years and many study visits were hosted within the building at St Leonards organised by individuals and groups from throughout the UK and beyond. People took some of our ideas and generously credited us with helping them focus on and get ahead in planning delivery of their future services. The most recent quote from one such organisation:

‘Do you know how much inspiration the Engine Shed has given to undoubtedly thousands of people and it's spirit, ethos, focus and success will live on in many other ways.’ Bridgend Farmhouse Edinburgh Sept 2016

I think we have impacted on people's lives and our ideas will live on into the future through the work of these talented and dynamic individuals and groups.

## **Section 8: END NOTE**

The purpose of this Review Report is to document the experience of the Engine Shed in devising and running a programme to support adults with learning disabilities to make successful transitions into paid employment. The three-year traineeship has focused on helping develop the practical and social skills necessary to move into the mainstream working world. Its success rate - 80% - is testament to the integrated approach which has been developed over the many years of its operation. The value of meaningful work has been experienced by more than 300 young people, and the importance of those trainees being able to participate actively in their community has been appreciated by employers, the trainees and their families. Along the way many lessons have been learned about how best to go about it, arising from experience and feedback from trainees, parents, employers and professionals who work in the field of learning disability. We hope that these will inform others who undertake similar ventures.

Thanks are due to the trainees and their families, the staff of the Engine Shed and the professionals who have made such a fulsome contribution to this Review. We hope the report meets their expectations.

September 2016

# APPENDIX 1



### Key landmarks in developing employment opportunities for people with learning difficulties 1985-2015

Key landmarks in concepts and ideologies, policy and practice, legislation, and research evidence are presented in tabular format below. This is intended to be used as a source document for the Engine Shed, organised as far as possible by decade. While it cannot claim to be comprehensive, this is an attempt to capture as much information as possible, highlighting key paradigms in thinking, trends in policy and practice, and messages from research evidence, that may have had an influence or impact on the development and provision of employment opportunities under the Engine Shed. Representing these as a linear timeline is convenient for the reader but caution should be exercised as many of these ideas survive over time and in different forms in service provision and practice. Also, by grouping items according to decade should not be taken to imply that ideas and practices do not co-exist across different decades.

Year Range	Concepts/ideologies	Policy and Practice	Legislation	Messages from research evidence
Pre-1980s	<p><b>Eugenics, containment, professionalisation</b></p> <p>Motivated by fear of the degradation of the national gene pool, the <i>Eugenics</i> movement sought to restrict reproduction by the ‘submerged tenth of the population’ (including disabled people). This led to policies of <i>containment and segregation</i> as reflected in policy and legislation throughout the first half of the 20<sup>th</sup> century. This policy was discredited following mass killings of vulnerable and disabled people in its name in Nazi Germany.</p>	<p>(1957) <i>The Royal Commission on the Law in Relation to Mental Illness and Mental Deficiency</i> or Percy Report has had an enduring legacy in mental health policy and practice in England and Wales. It recommended wider local authority responsibilities and resources to implement community care services for people with mental illness.</p> <p>Advances in professional knowledge and practice about the potential for people with learning difficulties to learn.</p> <p>(1968) <i>Model of good</i></p>	<p>(1913) <i>Mental Deficiency Act</i> created the option of compulsory detention in hospital on the grounds of disability. On the assumption that people were unable to adjust to industrialising labour conditions, the institutions themselves provided often heavy work associated with self-sufficiency in maintaining buildings, growing food and undertaking domestic chores. The 1913 Act also enabled local authorities to develop resources for ‘occupation, training and supervision’ for ‘defectives’ living in the</p>	<p>Ervin Goffman in <i>Asylums</i> (1961) concluded that good intentions to improve services through more humane hospital treatment contained the seeds of new institutional patterns of care.</p> <p>Wolf Wolfensberger’s seminal works (1969, 1972) identifying the importance of ordinary patterns of life for people with disabilities and the importance of socially valued roles,</p>

<p>Following the creation of the NHS in 1947, a more humane <i>medical model</i> of disability developed with <i>specialist treatment</i> and <i>specialist professionals</i>. The trend was echoed in the educational world with the development of <i>occupation centres</i> and subsequently proper schooling for disabled children. This period also saw the emergence of parental involvement and consultation and the creation of campaigning organisations such as Mencap.</p> <p>Nonetheless, less specialist centres remained segregated from mainstream society and eugenic ideas persisted in the form of sterilisation of disabled women; terminations of abnormal foetuses; and more recently <i>genetic engineering</i> and designer babies.</p> <p>This era also saw</p>	<p><i>practice in adult training centres</i> was published by the then Ministry of Health. This provided explicit guidance that the main function of ATCs was to <i>train</i> people to move into outside employment.</p> <p>(1975) Mencap's Pathways to Employment programme, funded employers to offer disabled people employment opportunities</p> <p>(1977) <i>Day Services for Mentally Handicapped People</i> by the influential National Development Group pamphlet recommended the role of the ATC be broadened even further to encompass education, leisure, and independent living skills and that they be renamed Social Education Centres.</p>	<p>community. Occupation centres essentially operated as sheltered workshops and remunerated people with 'pocket money'.</p> <p>1959 <i>Mental Health Act</i> (1960 in Scotland) gave local authorities powers to provide day care services within the community. Adult Training Centres (ATCs) with an industrial training focus were established in most local authorities by the 1970s.</p> <p>(1971) <i>White Paper Better Services for the Mentally Handicapped (In Scotland - Scottish Home and Health Department 1972)</i> set targets for service development in the community over the following 20 years. Expansion of day care places was mostly to accommodate those who would be leaving hospital.</p>	<p>including employment.</p> <p>Bayley, M (1973) <i>Mental handicap and community care: a study of mentally handicapped people in Sheffield</i> made the distinction between care <i>in</i> the community and care <i>by</i> the community. Critical of social integration outcomes of early community care policy.</p> <p>Marc Gold's work (1980) <i>Try Another Way: Training Manual</i> revolutionised training support, later developed into Training in Systematic Instruction (TSI)</p>
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	<p>emergence of various 'minority rights' movements primarily driven by black and feminist activists. Disability rights campaigns emerged in the shape of <i>People First</i> movement. The idea of '<i>people first, disability second</i>' has been profoundly influential in shaping thinking and services ever since.</p>			
<b>1980s</b>	<p><b>Deinstitutionalisation, the ordinary life, emphasis on valued social roles</b> Despite radical changes in thinking and parental expectations, specialist services remained institutional and segregated. Community based concepts of an '<i>ordinary life</i>', and '<i>independent living</i>' began to emerge, underpinned by Wolfensberger's theory of <i>normalisation</i> and specifically the idea of the '<i>cultural analogue</i>' - basing service models on the characteristic features of the lives of ordinary</p>	<p>Early 1980s <i>Sheltered Placement Scheme</i> introduced. Later to be renamed <i>Supported Employment Scheme</i>, and then <i>WORKSTEP</i> in 2001. Under the scheme the disabled worker is employed in integrated settings with ordinary employers, with the cost to the employer being subsidised in relation to the output of the worker. The amount paid by the host firm is based on the disabled person's output. Includes only disabled workers estimated to have between 30 to 80 per cent of the</p>	<p>White Paper <i>Caring for People</i>, (1989) government response to the Griffiths Report on community care, which preceded the 1990 Act.</p>	<p>Martin's (1984) <i>Hospitals in Trouble</i> account of hospital scandals during the 1960s and 1970s as 'corruption of care', continues to highlight issues with institutional regimes and the lack of personalised care.</p> <p>Seed et al's (1984) study of day services in Scotland <i>Which 'Best Way'?</i> found widely differing interpretations of policy. They identified seven models of day care centre in existence in Scotland:</p> <ul style="list-style-type: none"> <li>• Work</li> </ul>

	<p>people: having a home, a job, relationships and family life.</p>	<p>productive abilities of an able-bodied worker.</p> <p>Griffiths Report <i>Community Care Agenda for Action</i> (1988) –commissioned to examine arrangements for health and social care, and to make recommendations for more holistic and individualised care plans.</p> <p>The Independent Living Fund (ILF) (1988) came into being and was the first framework enabling people with disabilities to have cash to purchase care to support independent living, and in particular to employ personal assistants.</p>		<ul style="list-style-type: none"> <li>• Social care</li> <li>• Further education</li> <li>• Assessment and throughput</li> <li>• Recreational</li> <li>• Shared living</li> <li>• Resource centre.</li> </ul> <p>The sequel to the 1984 work, <i>Day Care at the Crossroads</i> in 1997, was the most wide ranging evaluation of day care services undertaken. Focusing in Scotland, it raised the question of whether the ATCs do more than simply provide training and occupation in the context of work.</p>
<b>1990s</b>	<p><b>Care in the community, Mainstreaming and Social Inclusion</b></p> <p>These ideas culminated in <i>de-institutionalisation</i>, the closure of ‘mental handicap hospitals’ and initiatives for ‘<i>mainstreaming</i>’ special schooling. The concept of</p>	<p>In Scotland Scottish Human Services develop ‘<i>Changeover</i>’ focused on creating integrated daytime opportunities including community employment, college education, community leisure opportunities. See for</p>	<p>(1990) <i>Community Care (Scotland) Act</i></p> <p>This legislation marks a key shift from segregation and institutionalisation to supporting people in the community with a ‘package of care’ assembled collaboratively</p>	<p>Beyer and Kilby’s work (1995) report that while people with learning difficulties enjoy the social aspects of day centres, the activities on offer are boring.</p> <p><i>The Costs and Benefits of</i></p>

<p><i>care in the community</i> continues to underpin contemporary policy, practice and legislation.</p> <p>Integration, social inclusion, social role valorization/SRV (giving people socially valued roles), service design based on the Framework for Accomplishment (community presence, competence, choice and control, respectful interaction; participation) were the defining concepts of this period.</p> <p>However, as people with disabilities were moved out of institutions, a distinction came to be drawn between '<i>care in the community</i>' and '<i>care by the community</i>'. The idea took shape that people who relied on services remained trapped in '<i>serviceland</i>'.</p> <p>Community care with its emphasis on needs-led rather than resource-led</p>	<p>example, Strathclyde Regional council <i>No Mean Service</i> (1993) 1994 Kings Fund and National Development team launch '<i>Changing Days</i>' in England, designed to help people access leisure and employment opportunities in their local communities, and building on <i>Changeover</i>.</p> <p>Government introduces its <i>Supported Employment Programme - Supported Placement Scheme</i>, subsidising employers to encourage greater employment opportunities for disabled people.</p> <p>Beattie Committee Report (1999) <i>Implementing Inclusiveness, Realising Potential</i>. Focus on young people into employment and training, including those with disabilities.</p>	<p>between professionals and those using services and which took account of family carers' needs. At the time this was viewed as a 'sea change' in thinking and service development.</p> <p>(1992) <i>Further and Higher Education Act</i> (in Scotland 1993), required FE colleges to meet the needs of disabled students and made extra funding available for those with 'special needs'. FE colleges begin to offer learning support centres, individual tuition, support in classes and access to specialist services. Some offered training and education in preparation for employment.</p> <p>(1995) <i>Disability Discrimination Act</i> made it illegal for employers to discriminate against disabled people including in the workplace. The core</p>	<p><i>Supported Employment Agencies</i> by Beyer et al (1996) evidenced major expansion from just 5 SE agencies in the UK in 1986, increasing to over 200 by 1995, and an estimated 5,000 people nationally, predominantly people with learning difficulties, employed with local employers. This growth was slower in Scotland.</p> <p>Riddell et al's research (1997) found that while FE provision for people with learning difficulties had increased, community education had declined, where the emphasis is placed more on personal growth and community development. There were persistent concerns about the 'segregated' nature of FE provision.</p> <p>Beyer and Kilsby (1997) found that almost half of people using supported</p>
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<p>assessment, user and carer choice and involvement in the planning process care designing care packages. Person-centred planning, known as PCP, was an established individualised approach to planning widely used in the voluntary sector which strengthened the user-led approach aspired to by the legislation.</p> <p>The concept of care management and <i>needs-led</i> rather than <i>resource led</i> assessment was central.</p> <p>A partner idea developed by activists with physical disabilities was that of <i>independent living</i> supported by personal assistants whom they employed from <i>direct payments</i>. This gave individuals <i>control</i> as well as <i>choice</i> over the services received.</p> <p>Arguably community care by offering users and carers</p>		<p>concepts in the DDA 1995 are, that it is unlawful to treat disabled people less favourably for a reason related to a person's disability; and failure to make a "reasonable adjustment", a radical concept that makes the DDA 1995 different from older legislation. An active approach that requires employers, service providers etc. to take steps to remove barriers from disabled people's participation.</p> <p><i>Community Care (Direct Payments) Act</i> 1995, (in Scotland through the Scotland Act 1996) legitimised cash for care, making it possible in law for disabled people to have increased flexibility, choice and control in their support arrangements through managing their own support.</p>	<p>employment services were working less than 16 hours per week with 42% having total earnings of £15 or less.</p> <p>Smyth and Maynard Campbell's survey of good practice in supporting disabled people in employment (1997), found low awareness of the social model of disability and a wide range of initiatives and approaches.</p> <p>Mank, Cioffi and Yovanoff (1998) in a review of <i>Supported Employment Outcomes</i> noted that outcomes were harder to obtain for people with severe disabilities and there appeared to be gender differences with more men in supported employment than women.</p> <p>SSI (1998) inspection of services to people with learning disabilities</p>
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	<p>greater choice and control, introduced the idea of the '<i>consumer</i>' of services (rather than client) within a '<i>market economy of care</i>' through the <i>privatisation</i> of public services.</p>			<p>reported day services becoming more diverse and small-scale employment schemes increasingly available. Nevertheless, improvements were needed for 'better access to the mainstream of ordinary life'</p> <p>Corden (1997) <i>Supported Employment. People and Money</i>, and Simons (1998) <i>Home, Work and Inclusion</i> highlight policy constraints and structural barriers militating against people with learning difficulties taking up supported employment.</p> <p>Stalker et al (1999) in a review of services for Scottish Executive found that users saw day centres as widely failing to recognise and meet their needs and conclude that most people with learning difficulties were confined to segregated settings, and that Scotland had</p>
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				<p>some way to go before people with learning difficulties were ‘truly part of the mainstream’.</p> <p><i>In Inclusive Employment: International Perspectives</i> Sutton (1999) presents survey findings of employment options for people with learning difficulties, with responses from 60 countries, showing that inclusive or integrated employment was “very much in the minority”.</p> <p>System 3 (1999) <i>Attitudes to Learning Disability</i> survey found 80% of those questioned expressed the view that children with learning difficulties should attend ordinary schools, while 87% thought people with learning difficulties could make good employees.</p>
<b>2000s?</b>	<p>Personalisation, Risk, Protection &amp; and the Market Place</p> <p>As the ideologies of</p>	<p>The government policy document in Scotland <i>The same as you?</i> (Scottish Executive, 2000) reviewed</p>	<p><i>Adults with Incapacity (Scotland Act) (2000)</i></p> <p>Modernised the concept of capacity and guardianship</p>	<p>Beyer et al (2004) in <i>Working lives: the role of day centers in supporting people with learning</i></p>



<p><i>personalisation empowerment, control</i> (both of monies and choice) for users, the concept of <i>consumers</i> evolved into that of <i>citizenship</i>. Consequent on this, tension emerged between notions of <i>autonomy and risk</i>.</p> <p>Most public services are ‘risk-averse’ in addition to having a ‘duty of care’. Policy and legislation reflect this tension between giving people the freedom to choose and ensuring the protection of vulnerable individuals. It also required the modernisation of the concept of <i>capacity</i> (capax) <i>to make decisions</i> from a fixed characteristic to one that is particular to specific time and circumstance. The role of independent <i>advocacy</i>, long been established in the form of citizen and self -advocacy, acquired further prominence in the shape of professional and instructed</p>	<p>the life chances of people with learning difficulties in Scotland and proposed that day centres should change to increasingly become resource centres supporting more community participation by helping people with learning difficulties access continuing education and development, ‘real jobs’, to achieve their desired outcomes and become more involved in their communities.</p> <p>(2001) <i>Valuing People. A New Strategy for Learning Disability for the 21<sup>st</sup> Century. A White Paper</i> (DH), the equivalent policy in England, emphasised increasing opportunities for people with learning difficulties to be socially integrated, including access to ‘real jobs’ in the community.</p> <p>UK government employment programme WORKSTEP (2001) to</p>	<p>that dated back to the Middle Ages. Importantly, it required that a person be assumed to have capacity unless otherwise established; that any intervention should benefit the person, encourage skills and take into account present and past wishes of the person and other interested parties.</p> <p><i>Disability Discrimination Act 1995 Amendments 2003, 2005</i> bring the legislation in line with European Employment directive.</p> <p>(2006) Green Paper, <i>A New Deal for Welfare Empowering People to work</i> sets out proposed reform of welfare benefits system including removing disincentives to work, changing the system of incapacity benefits for disabled people.</p> <p>(2007) <i>Adult Support and Protection (Scotland) Act</i></p>	<p><i>disabilities into employment</i> highlights how individuals rarely move onto paid employment from centres or sheltered employment.</p> <p>(2005) <i>Go for it! Supporting People with Learning Disabilities and/or Autistic Spectrum Disorder in Employment</i>, a study for Scottish Executive by Ridley, Hunter and Infusion Cooperative found that much that was being offered under the name of supported employment was inconsistent. Many ‘supported employees’ were in unpaid or voluntary work, and those in paid work were mostly in jobs for under 10 hours per week, some for as little as one or two hours.</p> <p>A subsequent Scottish survey by Curtice (2006) <i>What matters most to people with learning disabilities in Scotland</i></p>
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	<p>advocacy.</p> <p>The companion narrative during these years was that of <i>managerialism</i> subsequently overtaken by the 'new script for public services' and the modernisation of public services proposed by Demos. In this script users are seen not only as holders of individual budget to fund services built around individual needs but as individuals with strengths, capacities and 'gifts' which can be used to link people to informal resources in their neighbourhoods</p> <p>Here <i>personalisation</i> is a model for social welfare reform based still based on personal budgets but embracing the resilience and strengths approach found in PCP but extended beyond the individual to services in the name of <i>co-production</i>.</p>	<p>provide support to disabled people facing complex barriers to getting and keeping a job. It also offered practical assistance to employers. Replaced by WORK CHOICE in 2010.</p> <p>(2003) Scottish Government <i>Working for a change? The Same as You?</i> A short-life working group focusing on employment identified that only one in 20 people with learning difficulties were in any form of paid work. Sets out 10 recommendations to help more people with learning difficulties to get a job if they want one. This included a clear national lead on employment from the Scottish Executive, support to employers and employment becoming a mainstream coordinated service.</p> <p>(2006) Scottish Government <i>Changing Lives: Report of the 21st Century Social Work Review</i> emphasising personalisation and the need</p>	<p>is the legislative response to growing concerns that 'vulnerable' individuals living in the community are increasingly at risk of harm, abuse and exploitation. This concern initially arose from the deinstitutionalisation process but was then reinforced by personalisation and the introduction of personal budgets. Most radically, the act allows such intervention where it can be established that an individual with capacity is 'under undue pressure' from a third party.</p>	<p><i>today</i>, found only one in three people with learning difficulties to be working and the vast majority were working for less than 16 hours.</p> <p>The European Union of Supported Employment (EUSE) (2006) quality standards – found slow development of supported employment model across Europe because of a lack of a rights based approaches to disability issues; absence of national frameworks; a lack of dedicated funding; complicated welfare benefit systems; and lack of leadership or national strategies.</p> <p>Beyer (2007) in evaluating supported employment services in North Lanarkshire showed they had been successful in placing people with learning difficulties in jobs of 16 hours or more. This has</p>
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		<p>for human service systems to change to achieve people's aspirations.</p> <p>(2006) Workforce Plus, <i>An Employability Framework for Scotland</i> document sets out actions at the national and local levels to help more people get back into work.</p> <p>In <i>More Choices More Chances</i> (2006) the Scottish Government sets out its strategy to reduce the proportion of young people not in education, employment or training in Scotland. The NEET Strategy was an action plan to reduce the proportion of young people not in education employment or training in Scotland.</p> <p>Scottish Parliament's Equal Opportunities Committee (2006, 2008) identifies a gap in provision for those disabled people who may require extra support to get into employment or to</p>		<p>been with relatively unfavourable economic conditions locally. It also showed that people in work were financially better off and also that it is a cheaper option for local authorities than traditional services.</p> <p>Beyer et al (2008) in a study for the Shaw Trust, found that what works in supporting young people with learning difficulties in employment amongst other things is promoting and supporting the idea of employment as an option early in transition planning; access to individually tailored and flexible work experience; and high quality vocational training in schools and colleges.</p> <p><i>Commission for Social Care Inspection/Healthcare Commission/Mental Health Act Commission, 2009</i> - an independent</p>
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		<p>maintain employment. The Committee concludes that many mainstream initiatives and proposals do not go far enough in meeting the support needs of disabled people, especially those with severe or complex needs who may be ‘furthest from the labour market’.</p> <p>Recommendations in <i>Removing Barriers and Creating Opportunities</i> included that the Scottish Executive should actively promote and encourage disabled people to enter the job market and should create an environment and opportunities which would allow those disabled people who wish to work to do so.</p> <p>In 2006, Workforce Plus introduce the <i>New Deal for Disabled People. Personal Adviser Service</i>, to assist disabled people on incapacity benefits find and sustain paid work through the support of specialist advisers at JobCentres.</p>		<p>national review of services for people with learning difficulties and complex needs concluded that employment opportunities were a distant goal for most people with very few in paid jobs.</p> <p>Beyer and Robinson’s (2009) comprehensive literature review of supported employment research concluded that despite a trend away from segregated to community-based provision across Europe, the balance of investment remained in specialist provision.</p>
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		<p>The Freud Report (2007) <i>Reducing Dependency, Increasing Opportunity</i>, proposed streamlining the current benefits system and tackling disincentives to employment in general, including increasing employment opportunities for disabled people.</p> <p>(2008) <i>UN Convention on the Rights of Persons with Disabilities, Article 27 Work and Employment</i> recognised the right of disabled people generally to participate in the workforce.</p> <p>(2009) <i>Valuing People Now: a new three-year strategy for people with learning disabilities</i>. 'Making it happen for everyone (DH), policy document in England emphasised that people with learning difficulties are entitled to the same aspirations and life chances as other people, including the opportunity to work.</p>		
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		<p>(2009) <i>Valuing Employment Now: Valuing real jobs for people with learning disabilities</i> (DH) and <i>Valuing Employment Now: The Delivery Plan</i> set out a cross government strategy and action plan in England to radically increase the number of people with learning difficulties in employment by 2025, stipulating that as many as possible of these jobs to be at least 16 hours per week.</p>		
<p><b>2010-2015</b></p>	<p><b>Co-production, capacity building and community connecting</b>  <i>Co-production</i> explicitly underpins the self-directed support (SDS) legislation though it goes beyond ideas of partnership to which it is sometimes likened. Co-production involves a shift of power from the professional to the individual in planning service delivery; it implies that users and carers have assets, in other words strengths and resources to ‘bring to the table’,</p>	<p>Scottish Government’s policy document <i>A Working Life for All disabled People. The Supported Employment Framework for Scotland</i> (2010) sets out how Scottish Government policies can help support disabled people with sustainable employment in mainstream employment. Three principles of supported employment established:</p> <ul style="list-style-type: none"> <li>• The job should be in an integrated workplace</li> <li>• The postholder is paid the rate for the job</li> <li>• All individuals have the</li> </ul>	<p><i>Equality Act</i> (2010) brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. This new discrimination law protects individuals from unfair treatment and promotes a fair and more equal society.</p> <p>2013 <i>Social Care (Self-</i></p>	<p>Forrester-Jones et al (2010) showed that the number of SE agencies in Scotland has remained small and the statistics show that the majority of people with learning difficulties still attend segregated centres or special provision, and that only a minority of people have the opportunity to fulfil their aspiration to be in a real job</p>

	<p>whether they are personal or community resources. Associated with community <i>capacity building</i> and <i>community connectedness</i>.</p> <p>At this point ‘getting better services’ for people with learning difficulties is being superseded by the notion of ‘getting better lives.’ In the language of SDS, consideration of ‘needs’ has been replaced by a focus on ‘outcomes’ that will deliver a better quality of life, not just services.</p>	<p>right to end their reliance on welfare benefits ie reduce poverty.</p> <p>In 2010, the UK government publish <i>Work Choice</i> promoting a government employment scheme – modular support programme for people with disabilities, support to work.</p> <p>(2011), UK government published <i>Supported employment and job coaching: best practice guidelines</i> restates the national priority of supporting people with learning difficulties in employment. After wide consultation, consensus reached that SE should describe high quality personalised support into and in employment, for people with significant disabilities.</p> <p>(2013) Scottish Government <i>The keys to life. Improving quality of life for people</i></p>	<p><i>directed support</i>) (<i>Scotland</i>) Act, implemented in April 2014 expands opportunities for people with learning disabilities to exert choice and control in employment as well as other aspects of daily living. This could include use of individual and personal budgets (IBs/PBs) to employ personal assistants (PAs) to support individuals in employment.</p>	
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		<p><i>with learning disabilities</i> states that the goal for many people with learning disabilities should be employment and meaningful activities. Recommends a review and further development of day opportunities that are person-centred, assets-based and values driven and that take account of staffing, education, employment and transport issues.</p>		
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<sup>1</sup> NB This Bibliography contains the references of all sources relevant to this report rather than solely those quote within it.

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